

**STAFF DEVELOPMENT NEEDS FOR TEACHER EDUCATORS  
IN THE NORTHERN PROVINCE WITH REGARD TO THE  
IMPLEMENTATION OF THE NATIONAL QUALIFICATIONS  
FRAMEWORK**

**BY**

**KGADI ROSE KUBHEKA**

**THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR MPhil IN EDUCATION**



**UNIVERSITY OF STELLENBOSCH**

**SUPERVISOR: PROF C A KAPP**

**DECEMBER 2000**

## DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

K. R. Kubheka

Signature:

Date: 20 Nov 2000

## SUMMARY

The purpose of this research was to identify staff development needs of teacher educators in the Northern Province regarding the implementation of the National Qualifications Framework. It also aimed at providing guidelines for staff development that could be used to meet the identified needs. In order to achieve this purpose, the researcher consulted both primary and secondary sources to gather information on the topic, that could also provide background for the construction of data collecting instruments, which are the interview and the questionnaire.

According to the literature research, South African teacher education is facing a lot of changes. Government, industry and education community is concerned about the state of teacher education, and have been involved in various initiatives to improve its quality. The introduction of the NQF is an attempt to improve the quality of education and training. It shed new light on concept concepts like qualifications, curriculum design and development, quality of education, assessment of the work of learners and the governance of national qualifications. It also introduced new perspective on concepts like the phases of education, quality assurance, allocation of credits and outcomes.

Staff development is mentioned as a strategy that can be used to implement the changes that the NQF came with. Factors that can support or hinder the implementation of the change are highlighted through models. The models are explained and their relevance to the study are interpreted. Methods and strategies for staff development are also mentioned.

The methodology used to collect data, and the processes of analysis and interpretation of data are also outlined. The interviews showed that colleges have started to implement COTEP. The department of education disseminated information about the changes, held workshops to ensure a common understanding, and left the colleges to implement the changes. Teacher educators experienced problems in the following areas: compilation of unit standards, quality assurance, determining admission criteria according to the NQF and implementation of the programmes they have designed.

The questionnaires indicated that there is a lack of clear policies on how to equip the staff with skills to implement change. Although some of the staff members are aware of the changes, the information is not passed on to others. Lecturers are not familiar with basic aspects of the NQF like bands, levels, aims, credits, notional hours, accreditation and quality assurance. The link between COTEP and the NQF is not well understood. The needs identified are listed, conclusions and recommendations as to how the implementation could be more effective are made.



## OPSOMMING

Die doel van hierdie navorsing was om die personeel-ontwikkelingsbehoeftes van onderwyseropleiers in die Noordelike Provinsie te identifiseer in die lig van die Nasionale Kwalifikasieraamwerk. Dit wil riglyne verskaf vir personeelontwikkeling, wat gebruik kan word om die geïdentifiseerde behoeftes aan te spreek. Om hierdie doel te bereik, het die navorser primêre en sekondêre bronne geraadpleeg om inligting in te samel oor die onderwerp, sodat 'n basis daargestel kan word vir die ontwerp van meetinstrumente, soos die gebruik van onderhoude en vraelyste.

Gesien teen die agtergrond van heersende literatuurstudie, kan groot verandering te wagte wees op die gebied van onderwyseropleiding in Suid-Afrika. Die regering, nywerheid- en onderwysgemeenskap is besorg oor die toestand van onderwyseropleiding en is by verskeie inisiatiewe betrokke om die gehalte daarvan te verbeter. Dit werp nuwe lig op konsepte soos kwalifikasies, kurrikulumontwerp en -ontwikkeling, die gehalte van onderrig, die evaluering van leerders se werk en die beheer van nasionale kwalifikasies. Dit stel nuwe konsepte bekend soos onderwysfases, gehalteversekering, toekenning van krediete en uitkomste.

Personeelontwikkeling is 'n strategie wat moontlik gebruik kan word om veranderinge wat deur die toepassing van die NKR teweeggebring word, te implementeer. Faktore wat hierdie ontwikkeling kan ondersteun of belemmer, word deur modelle geïllustreer. Hierdie modelle word verduidelik en hul relevansie vir die navorsing word geïnterpreteer. Metodes en strategieë vir personeelontwikkeling word genoem.

Die navorsingsmetodologie wat gebruik is om data te versamel, en die prosedure wat gebruik is om die data te analiseer en te interpreteer, is beskryf. Die onderhoude dui aan dat kolleges begin het om COTEP te implementeer. Die Departement van Onderwys versprei inligting oor veranderinge, het werkswinkels gehou om die algemene begrip te verbeter en het die

implementering van veranderinge aan die kolleges oorgelaat. Onderwyseropleiers ondervind probleme op die volgende gebiede:

- samestelling van eenheidstandaarde;
- gehalteversekering;
- bepaling van toelatingskriteria na aanleiding van die NKR; en
- die implementering van programme wat ontwikkel is.

Die response op die vraelyste het aangedui dat daar 'n gebrek aan duidelike beleid is oor hoe om die personeel toe te rus met vaardighede om veranderinge te implementeer. Alhoewel sommige personeellede bewus is van veranderinge, word inligting nie aan almal oorgedra nie. Dosente is nie vertrouwd met die basiese aspekte van die NKR nie, soos byvoorbeeld bande, vlakke, doelwitte, krediete, akkreditering en gehalteversekering. Die onderlinge verband tussen COTEP en die NKR word nie goed verstaan nie. Die geïdentifiseerde opleidingsbehoeftes is ook aangedui, en gevolgtrekkings en aanbevelings word gemaak om die implementering meer effektief te maak.

## **ACKNOWLEDGEMENTS**

I acknowledge with sincere gratitude the guidance and supervision I received from Prof. C.A. Kapp in pursuit of this research. His patience, sacrifice and willingness to help made this work possible.

Sincere thanks also goes to the Library Staff of the University of Stellenbosch and University of the North for their helpfulness when sources of references were needed to complete this research. I also thank Tjitjila Makgato and Hilda Boshego who typed, as well as Tania Homan, who edited the work.

A word of gratitude also goes Rose-Maré Kreuser for computerising the questionnaire and responses, and to R. Maoto of MASTEC, M. Mahapa of Mokopane, M. Rasodi and D. Mafona of Sekhukhune College for distributing the questionnaires. I also thank the Sekhukhune College Curriculum Committee for the opportunities of attending staff development activities on Norms and Standards for Teacher Educators.

Appreciation and thank is directed to my beloved husband, John, for the support, encouragement and endurance he showed in the pursuit of this study.

I thank the Lord God Almighty for inspiration, strength, wisdom and understanding that was needed for this research.

K. R. Kubheka



## TABLE OF CONTENTS

	PAGE
<b>CHAPTER 1 : INTRODUCTION AND ORIENTATION</b>	
1.1 Background	1
1.2 Problem Formulation	4
1.3 Purpose of the Study	5
1.4 Research goal	5
1.5 Target Population	5
1.6 Research Methodology	6
1.6.1 Literature study	6
1.6.2 Empirical study	7
1.7 Limitations of study	8
1.8 Terminology	9
1.8.1 Needs	9
1.8.2 Staff development	10
1.8.3 National Qualifications Framework	11
1.8.4 Teacher education	11
1.9. Layout of research chapters	12
1.10 Conclusion	13



## CHAPTER 2

	PAGE
<b>THE SCENARIO FOR CHANGE AND DEVELOPMENT IN TEACHER EDUCATION</b>	
2.1 Introduction	14
2.2 Attempts to redress teacher education	16
2.3 The role of the National Qualifications Framework in improving teacher education	17
2.3.1 Qualifications	18
2.3.2 Curriculum development and outcomes	20
2.3.3 Quality assurance	21
2.3.4 Bands and levels of the NQF	22
2.3.5 Governance of the NQF	24
2.3.6 Credit system	25
2.3.7 Assessment of outcomes	26
2.4 Criticism of the NQF	27
2.5 Staff development as a strategy for implementing change	28
2.5.1 Factors that support or hinder development in higher education	29
2.5.1. (a) Argyris theory-of-action	30
2.5.1. (b) Berg and Östergrén's theory of organization	31
2.5.1. (c) Human agency in bureaucratic organisations	33

2.5.2	Typical models for staff development necessary to effect desired changes	34
2.5.3	Methods and strategies for staff development	38
2.5.3. (a)	Importance of clear vision	38
2.5.3. (b)	The right climate for change	39
2.5.3. (c)	Staff development co-ordinators	39
2.5.3. (d)	Institutional policy for staff development	40
2.5.3.(e)	Kinds of staff development activities	41
2.6	Summary and conclusion	42

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

3.1	Introduction	43
3.2	Description of the population	43
3.3	Sampling	44
3.4	Instrumentation	45
3.4.1	The questionnaire	45
3.4.2	The interview schedule	46
3.4.3	The design of the instruments	46
3.4.3 (a)	The questionnaire	46

3.4.3 (b) The interview	48
3.5 Pilot Study	48
3.6 Data analysis and interpretation	48
3.7 Validity and reliability of the study	49
3.8 Limitations and problems anticipated	50
3.9 Conclusion	51

## **CHAPTER 4**

### **PRESENTATION AND INTERPRETATION OF RESULTS**

4.1 Introduction	52
4.2 Results of the interview	53
4.2.1 Teacher diplomas offered by colleges	53
4.2.2 Implementation of the revised COTEP	54
4.2.3 Information and guidelines on the implementation of COTEP	54
4.2.4 Involvement of students in the implementation of change	55
4.2.5 Methods of preparation of staff in course design	55
4.2.6 Problems encountered during course design	56
4.2.7 Approval of programmes by SAQA	58
4.2.8 The nature of programs	58

4.2.9	Assessment of learner's work	59
4.2.10	Institutions which accredit teacher qualifications	60
4.2.11	Quality assurance modes	61
4.2.12	Admission requirements	62
4.2.13	Changes in admission requirements	62
4.2.14	Ways of disseminating information to staff	63
4.2.15	People responsible for organising developmental activities	64
4.2.16	Problems encountered in the implementation of programmes	65
4.3	Results of the questionnaires	66
4.3.1	Section A: Demographic information	66
4.3.1(a)	Colleges that responded to the questionnaire	66
4.3.1(b)	Qualifications of the respondent	67
4.3.1(c)	Positions held by respondents	68
4.3.1(d)	Years of experience in the post	69
4.3.1(e)	Enrolment for further studies and the nature of studies registered for.	70
4.3.1(f)	Subjects that respondents teach	71
4.3.1(g)	Gender of respondents	72
4.3.1(h)	Age categories of respondents	73
4.3.2	Section B: Staff development and related activities	74
4.3.2(a)	Presence of staff development policies	74
4.3.2(b)	Staff development units, committees and organisers	75
4.3.2(c)	Sources of information for staff development programmes	77



4.3.2(d) Identifying participants for staff development activities	78
4.3.2(e) Identification of people who develop policies at colleges, whether the respondents made the inputs towards its implementation and whether they took part in the production of policies.	80
4.3.2(f) Attendance of staff development courses, and their venues	82
4.3.2(g) Opinions about the activities on the staff development programmes	84
4.3.3 Section C: Awareness and involvement in transformation	85
4.3.3(a) The extent of awareness and involvement of respondents in transformation according to the NQF.	86
4.3.4 Section D: The extent of Familiarity with the content of the NQF	91
4.3.4(a) The extent of familiarity with the content of the NQF	91
4.3.4 (b) The extent to which aspects of the NQF are applied in teaching and curriculum	97
4.3.5 Perceptions of the NQF	99
4.4 Summary	105

## CHAPTER 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	108
5.2 Staff development needs of teacher educators	109

	identified by this research	
5.3	Guidelines for the implementation of the NQF	112
5.4	Conclusion and recommendations	115
5.4.1	Conclusions concerning the literature study	115
5.4.2	Conclusions from the interviews and questionnaires	115
5.4.3	Recommendations	116
6.	BIBLIOGRAPHY	119
7.	APPENDIX A	126
8.	APPENDIX B	130
9.	APPENDIX C	140

## LIST OF FIGURES

Figure		Page
Figure 1 :	The levels, band and fields of the NQF	23
Figure 2 :	Bodies responsible for academic qualifications	25
Figure 3 :	Model 3 of faculty development	35

## LIST OF TABLES

Table	Page
Table 4.1 : Teacher diplomas offered by colleges	53
Table 4.2 : Methods of staff preparation in course design	56
Table 4.3 : Problems encountered during course design	57
Table 4.4 : Nature of programmes – (unit standards)	58
Table 4.5 : Assessment of learner's work	59
Table 4.6 : Institutions which accredit teacher qualifications	60
Table 4.7 : Quality assurance modes	61
Table 4.8 : Changes in admissions	62
Table 4.9 : Ways of disseminating information to staff	63
Table 4.10 : People responsible for organising developmental activities	64
Table 4.11 : Problems encountered in the implementation of programmes	6.5
Table 4.12 : Colleges that responded to the questionnaire	67
Table 4.13 : Qualifications of respondents	68
Table 4.14 : Positions held by respondents	68
Table 4.15 : Years of experience in the post	69
Table 4.16 : Enrolment for further studies; and the nature of studies registered for	70
Table 4.17 : Subjects that respondents teach	71
Table 4.18 : Gender of the respondents	72



Table 4.19 :	Age categories of respondents	73
Table 4.20 :	Presence of staff development policies	74
Table 4.21 :	Staff development units	75
Table 4.22 :	Staff development committees	76
Table 4.23 :	Staff development Organisers	76
Table 4.24 :	Source of information for staff development programmes	77
Table 4.25 :	Identification of participants for staff development Activities	79
Table 4.26 a :	People who compiled the staff development policies at colleges	80
Table 4.26 b :	Did you make any inputs towards its implementation?	80
Table 4.26 c :	Did you do any training in the production of the staff development policy	81
Table 4.27 a :	Attendance of staff development courses	82
Table 4.27 b :	Venues for staff development courses	82
Table 4.27 c :	Participation in needs identification for the staff development activities	83
Table 4.28 :	Opinion about activities that were on the staff development programmes	84
Table 4.29 :	The extent of awareness and involvement in transformation according to the National Qualifications Framework	86
Table 4.30 :	The extent of familiarity with the content of the National Qualifications Framework	91
Table 4.31 :	The extent to which aspects of the NQF have been applied in teaching and curriculum	97
Table 4.32 :	Perceptions of the NQF	99

## ACRONYMS

<b>CHE</b>	Council on Higher Education
<b>COTEP</b>	Committee on Teacher Education Policy
<b>ETD</b>	Education Training and Development
<b>ETQA</b>	Education and Training Quality Assurance (body)
<b>FET</b>	Further Education and Training
<b>HET</b>	Higher Education and Training
<b>HEDCOM</b>	Heads of Education Department Committee
<b>HEQC</b>	Higher Education Quality Committee
<b>INSET</b>	In-Service Education and Training
<b>NLH</b>	Notional Learning Hours
<b>NLT</b>	Notional Learning Time
<b>NSB</b>	National Standards Body
<b>NQF</b>	National Qualifications Framework
<b>PRESET</b>	Pre-Service Education and Training
<b>RDP</b>	Reconstruction and Development Programme
<b>REQV</b>	Relative Education Qualification Value
<b>SACE</b>	South African Council for Educators
<b>SAQA</b>	South African Qualifications Authority
<b>SETA</b>	Sector Education and Training Authority
<b>SGB</b>	Standards Generating Body
<b>WE</b>	Workplace Education

## **CHAPTER 1**

### **INTRODUCTION AND ORIENTATION**

#### **1.1 BACKGROUND**

Over recent years, teacher education in South Africa has been and is still characterised by rapid and multiple change, both institutionally and meta-institutionally. The changes continually pose serious challenges to the relevance and survival of many teacher training institutions. When shedding light on the prevailing situation, Van der Westhuizen (1996 :36) explains that change represents the struggle between the current and desired situation. He calls it a deliberate effort to alter the status quo by modifying or influencing the functions, structures and purposes of organisations. When analysing this explanation of change, one starts asking why teacher training institutions needed to be modified in structure, function and purpose. An explanation is given in the subsequent paragraphs.

The National Policy for General Education Affairs Act of 1984 (Mc Gregor and Mc Gregor, 1992:158) classified teacher education as an 'own affair' and organised it along ethnic lines. Where teacher education was institutionally located in colleges, serious inequities have resulted concerning the provision of education in the Homelands. Most of the colleges were isolated, poorly equipped and ineffective in the provision of quality education (National Education Policy Investigation, 1993 : 237). Gross disparities existed in terms of sizes, facilities, equipment and staff at colleges of education.



The National Teacher Education Audit (Hofmeyr and Hall, 1996) revealed the inherent weaknesses in the system, and suggested the following in an attempt to introduce appropriate core concepts and values to underpin teacher education:

- a national policy framework containing inter alia, a mission statement for teacher education;
- an implementation strategy for the introduction of the Committee for Teacher Education Policy's (COTEP) Norms and Standards as approved by government;
- staff development programmes for teacher educators; and
- leadership training for rectors and management training for senior staff members (Hofmeyr and Hall, 1996 : 83).

The labour market, on the other hand, also showed concern regarding the quality of education and training in South Africa. It joined hands with government and tertiary education institutions to redress the situation. In August 1993, the National Education and Training Forum (NETF) was established to resolve the crisis in education, restructure the education system and formulate a policy framework for long-term transformation of education and training in South Africa (Ryan, 1993:41).

The attempts of tertiary institutions, government and industry to redress Education resulted in the declaration of Norms and Standards for Teacher education as policy, since September 1995. At that time, the National Training Strategy Initiative, involving representatives from labour, management, government, education and training providers, union and political think-tanks engaged in debates to establish transparent national standards (understood as specific descriptions of learning achievements agreed upon by all major stakeholders in particular learning areas) within a qualification framework. The



framework was to be designed to promote lifelong learning, integrate education and training, recognise learning gained outside formal institutions and allow for flexible, portable credits and qualifications (Hall, 1996:2).

At this point, it seems logical to ask how teacher education will be affected by these developments. Firstly, the Department of Education decided to classify teacher education in the category of Higher Education and Training. This affected the governance and funding of the institutions. Secondly, the National Qualifications Framework has qualities that it intend to promote, regardless of content or learning areas. Colleges, as providers of education, should ensure that these qualities are reflected in their programmes. Thirdly, important decisions were made about quality, standards and credit systems. Colleges have to implement these decisions. Fourthly, bodies or structures were established to ensure registration and generation of unit standards, qualifications, and accreditation. All these have posed serious challenges to teacher educators and their institutions to promote instructional, personal and institutional goals.

In order to empower teacher educators to cope with the overwhelming challenges stated above, it becomes imperative to look for mechanisms that will ensure efficient and effective delivery. Staff development is identified as a process that can help in this regard. When outlining the purposes of staff development, Robbin and Alvy (1995:12) list the following:

- it helps to make staff aware of new developments;
- it prepares the workforce for the changing environment, by helping them to anticipate and prepare for change;
- it encourages staff to derive excitement and satisfaction from their involvement with change;
- it makes staff willing and competent to contribute constructively to change; and

- it makes staff feel valued in the work they do, and develop their potential according to their needs and that of their institutions.

## **1.2 PROBLEM FORMULATION**

The National Qualifications Framework is transformative in intent. It has its roots in the discontent with the nature and quality of education and training in South Africa (Technical Committee on the Revision of Norms and Standards for Teacher Education, 1997 : 52). It sets out to promote equity, redress, productivity, economic competitiveness and improve the quality of learning. Its transformative nature brought about the need for teacher education to undergo a paradigm shift: to move away from teacher input (instructional offerings or syllabi expressed in terms of content) toward focusing on learner outcomes. This change to statement of outcomes imply that teacher educators need new knowledge, skills and attitudes to meet new needs in the following ways:

- changing theories of language, learning and cognition;
- designing curricula that focus on outcomes;
- learning multiple teaching and learning strategies relevant for outcomes based education;
- learning assessment techniques that are relevant and suitable for outcomes based education;
- thinking about relevant admission procedures and criteria;
- developing learning support material; and
- introducing learning programmes relevant to the twelve fields of studies identified by the National Qualifications Framework.

From the above exposition, the problem that could be posed is: What are the staff development needs of teacher educators concerning the implementation of the principles and practices of the National Qualifications Framework?



### **1.3 THE PURPOSE OF THE STUDY**

This study aimed at achieving the following:

- 1.3.1 Identification of staff development needs of teacher educators regarding the implementation of the National Qualifications Framework.
- 1.3.2 Provision of guidelines for staff development that could be used to meet the needs mentioned in 1.3.1.

### **1.4 RESEARCH GOAL**

The research goals of this study are:

- 1.4.1 to determine the staff development needs of teacher educators regarding the implementation of the NQF;
- 1.4.2 to determine the awareness and involvement of teacher educators in implementing transformation according to the NQF;
- 1.4.3 to determine the level of familiarity with content of the educators, and the extent to which they apply aspects of the NQF in teaching and the curriculum.

### **1.5 THE TARGET POPULATION**

The target population for this study was teacher educators at three colleges offering Junior Primary Teachers' Diploma, Senior Primary Teachers' Diploma and Secondary Teachers' Diploma Courses (JPTD, SPTD and STD) in the Northern Province. A sample of 120 (one hundred and twenty) teacher educators were randomly selected from Sekhukhune, Mastec and Mokopane Colleges of Education. 110 of the educators were requested to respond to questionnaires, and

10 heads of departments were interviewed to complement findings from these questionnaires.

## **1.6 RESEARCH METHODOLOGY**

The research is ethogenic in approach, and it employs survey techniques; namely, the interview and the questionnaire. The researcher preferred the combination of ethogenic approach and survey techniques because this research is about a process (the implementation of the NQF) as well as the product of the process (the identification of staff development needs for teacher educators). A brief description of the significance of combining the two methods is given below.

The ethogenic approach provided an understanding of social actions and events as they unfolded within their particular settings and contexts. It remain true to the participants and the concepts they use to describe and understand themselves. The accounts they gave retain their internal meaning and remain valid contextually (Fraenkel and Wallen, 1991 : 290 - 291, Cohen and Manion, 1980 : 190 - 191).

The data gathered using the ethogenic approach in this research is both normative (objective, quantifiable and explanatory) and interpretive (subjective, negotiable, internal and qualitative). From the normative data, generalisation can be made by the researcher, based on the presumption that shared meanings exist between herself and the participants concerning norms, roles and expectations. From the interpretive data, the researcher looked into the norms, roles and expectations and defined the prevailing situations in the colleges (Cohen and Manion, 1980 : 25). The instruments used in gathering the data are the interview and questionnaire.



Cohen and Manion (1980 : 71) regards the use of interview and questionnaire as typical data gathering techniques used in surveys. The researcher preferred these data gathering techniques because it is one of the intentions of this research to identify standards against which existing conditions can be compared. In order to achieve this purpose of the research, the procedures that are normally followed in surveys (which lead to identification of product) are more relevant than those followed in the ethnogenic approach, which lead to understanding of the processes (Cohen and Manion, 1980 : 73 and 192).

The following procedure will be followed in the research:

#### 1.6.1 Literature Study

Both primary and secondary sources were consulted to gather information on the topic and gather information about different studies done on concepts like needs, staff development and the National Qualifications Framework (Fraenkel and Wallen, 1991:54-55). Academic publications, journals, reports, articles, dissertations and legislation documents were consulted to provide a theoretical background for the study, as well as for the construction of data gathering instruments (questionnaire and interview schedule).

#### 1.6.2 Empirical Study

A questionnaire was used to gather empirical data to determine staff development needs of teacher educators. The researcher used close-ended questions as the questionnaires were self-completed. Self-completed questionnaires cannot probe the respondent to find out what they mean by particular responses; therefore, open-ended questions would be less



satisfactory in eliciting information. From the close-ended questions, scaled responses (structured by means of gradations) are obtained, where respondents record their responses to given statements by selecting from a number of alternatives (sections B, C, D and E of the questionnaires). The questionnaire was piloted first to establish any misconceptions about the time the questionnaires would take to complete, to clarify questions, and to estimate reliability. The pilot study also indicated where there were sufficient variability in the answers to investigate various relationships (Mc Millan and Schumacher, 1993:250).

The interview schedule was used to solicit responses that would be too long and complex in the questionnaire and thus affect the outcomes of the study. This was also the preference of the researcher, because she had control over who completed it, she could gain access to selected persons from whom relevant responses could be solicited (Mc Millan and Schumacher, 1993:250). The main aim of using a questionnaire and interview schedule was to increase reliability, and to balance the shortcomings that are in the instruments for data gathering (Mouton, 1996:156).

## **1.7 LIMITATIONS**

The National Qualifications Framework Is only its fourth year of operation in South Africa. It was also not meant to address the weaknesses in teacher education only. As a result, the document cannot be used as the main source of reference for this research. Rather, the researcher rely on the Norms and Standards for teacher educators, which, during the course of this study, was undergoing various stages of ratification. Information regarding the implementation of the NQF will be solicited from the inputs from the Technical

Committee on the Revision of Norms and Standards for Teacher Educators of 1997, 1998 and South African Qualifications Authority Bulletins (Vol 1 and 2) of 1997 and 1998. Documents which are published later will also be considered by the researcher. Secondly, very little research have been done on the implementation of the NQF previously.

## **1.8 TERMINOLOGY**

The different concepts relevant to this study are defined in the subsequent paragraphs.

### **1.8.1 Needs**

The concept ‘need’ is defined in different ways depending on a variety of factors. For the purpose of this study, the discrepancy definition thereof will be used. Parkwood and Whitacker (1988:61) define ‘need’ as a discrepancy between some desired condition and an assessed condition, which has consequences for the type of education provided. They further explain that the “need” is not a principle that can be used to justify provision of service; but recommendations and justifications can be made for the need of service to be provided. Fundamental needs may vary from institution to institution, and might change over time. As a result, the potential demand for the service (staff development) will serve as an indicator of the need for staff development.

‘Needs assessment’ is a process of finding the discrepancy between the existing and needed competencies of staff (Rebore, 1991:167). Needs assessment also include the projected needs. In order to assess needs, data from human resource inventories, used in resource planning and data from needs assessment techniques are used to provide a framework within



which programmes, goals and objectives can be established. Needs assessment is regarded as the identification of needs in this study, which will be identified by means of a questionnaire and an interview schedule.

### 1.8.2 Staff Development

Robbin and Alvy (1995:157) define staff development as “any activity that directly affects the attitude, knowledge levels and practices of individuals, that will assist them in performing their role ... present or future”. ‘Staff’ refers to the “highly skilled professionals or academic workforce” according to Brew (1995:7).

Academic staff development has gained various definitions with the passing of time. Miller (1979:78) defines it as “... an organised institutional effort to increase professional competence through better courses, professional improvement (or updating), higher quality instruction, and personal development”.

Corbally and Holmberg-Wright (1991:27) states that “because a university or college is an institution devoted to learning and to human development purpose, staff development is a legitimate purpose”. Hall and Petrie (1987:9) emphasise that institutions should “encourage employees to be proactive in establishing what they want most, and in the planning to achieve it”.

From the definitions given above, the researcher concludes that staff development consist of various activities that are planned institutionally

to increase the competence of the staff so that perceived values (of the institution and education system) can be enhanced to bring about modification to the institutional and education systems' culture.

### 1.8.3 National Qualifications Framework

The National Qualifications Framework is a system for providing learning opportunities utilising nationally recognised levels (Technical Committee for the Development work on the NQF, 1996:15). It is also a framework to unify qualifications in education and training, based on set standards and assessment procedures that are nationally applicable (Committee for the Revision of Norms and Standards for Teacher Education, 1997:xiii).

### 1.8.4 Teacher educator

Duminy, Steyn, Dreyer, Vos and Peters, (1992:341) define teachers as people who follow the profession of imparting knowledge, skills and attitudes to others with the intention of achieving learning. They define the concept 'educator' as a person who influences others in an intentional and acceptable way, which has an enhancing effect (Duminy et al, 1992:328). From the definition of these two concepts, teacher educator can be regarded as teaching personnel responsible for training/preparing teachers for service. Teacher educators assist teachers to achieve the requirements for teacher education qualifications. Those qualifications entail playing the following roles (Technical Committee for the Revision of Norms and Standards for Teacher Education, 1998:68-69):

- mediator of learning;
- interpreter and designer of learning programmes and materials;

- leader, administrator and manager;
- scholar, researcher and life-long learner;
- community, citizen and pastoral role; and
- learning area/subject/phase specialists.

For teacher educators to be effective, he/she must also have the necessary qualifications to provide training.

## 1.9 FURTHER LAYOUT OF THE RESEARCH CHAPTERS

**Chapter one** provided a general orientation to the research. It provided a background of the change that took place in teacher education from 1984, as well as a postulation of the research problem, stated the outcomes of the study, clarified concepts, and reflected the methods that would be used in the study. A summary was given at its close.

**Chapter two** focused on the scenario for change and development in teacher education. It was based on literature studies, and shed light on the role of the NQF in improving education and staff development as a strategy to enhance the implementation of the NQF. Various staff development practices that could be used to enhance implementation of the NQF in colleges, and procedures that could be used to establish institutional staff development units, were highlighted.

**Chapter three** paid attention to the research design and methodology. It provided a description of the population, sampling, instrumentation, pilot study, data analysis and interpretation, validity and reliability of research, limitations and problems anticipated.



**Chapter four** comprised the presentation and analysis of data from the respondents / target population.

**Chapter five** provided a summary of findings, conclusions and recommendations.

## **1.10 CONCLUSION**

Change is a complicated process that requires thorough planning in order to reach institutional objectives and goals. For it to occur effectively, the human resource of the institution need to be fully prepared to cope with new demands and challenges. They need to understand that for the change to come to fruition, they will be affected both as individuals and as a group. How they react to the change is very vital, especially because change has great potential to bring about entropy and dissatisfaction among staff members and students. It therefore has to be introduced with caution.

In chapter 2, the researcher describes the scenario for change and development in teacher education. The weaknesses that are in the system are pointed out, attempts to redress the system are indicated, and the role of the NQF in improving teacher education is exposed. Attention is also given to the factors that can hinder or support change, where different types of academics, institutions and relationships are looked into, and their effects on one another exposed. Attention is also given to the models of staff development according to Berquist (1976) and Craft (1996). The strategies for staff development are also explained.

## **CHAPTER 2**

# **THE SCENARIO FOR CHANGE AND DEVELOPMENT IN TEACHER EDUCATION**

### **2.1 INTRODUCTION**

The change that is occurring in South African education arose from the general discontent with the quality of education. It has already been pointed out in the previous chapter that government, political organisations, unions and the labour market expressed their concerns about the irrelevance of education, and its inability to meet the country's economic, social and political needs. They recognised the inequalities that dominated the education system, the problems that arose due to student activism, and the consequences of such behaviour. Among the teachers, lack of commitment, lack of professional attitude, and the consequent collapse of the culture of teaching and learning have been noted (Mc Gregor and Mc Gregor, 1992, Hofmeyr and Hall, 1996). At the same time, global changes were noted; expanding knowledge, new technologies and diversification of student populations. All these sounded the warning that transformational change was long overdue. When the change came, it was dramatic and rapid in impact. The culture of education in the whole country was affected. Its impact is however, desirable because it brought about "unfreezing"; which, according to Davis and Newstrom (in Van der Westhuizen, 1996:144) is defined as a replacement of old ideas and practices by new ones. Fortunately, all stakeholders in education agree that a new value system, attitudes, dispositions and information have to be gathered to rectify the deficiencies.

It seems proper to focus on teacher education at this stage and to outline the deficiencies and weaknesses that necessitated change in some detail. Hofmeyr and Hall (1996:83) and the Committee for Revision of Norms and Standards for teacher education (1997:13) identified the following:



- no common vision for teacher education, leading to a highly fragmented, diverse and overloaded system;
- the practice is seen as an end in itself, and has produced teachers who might not even find jobs;
- the staff is poorly prepared, and continue to practice unsuitable approaches to learning and consequent poor quality of delivery;
- neglect or inadequate training of teachers in mathematics, science and technology;
- no effort is made to develop competence, efficiency and cost-effectiveness efficiency;
- limited collegiality and interactive professionalism within and among teacher education and other institutions;
- offering curricula dominated with old-fashioned concepts;
- inappropriate philosophies, methodologies and modes of assessment;
- negative institutional cultures;
- limited subject knowledge;
- little teaching experience in the staff; and
- disjunction between theory and practice.

As the NQF was introduced in order to improve the quality of education (its value/worth and fitness for purpose), it became vital that standards should be set to measure how effective the means of improving quality were. The standards would also justify the further existence of activities and confer status on the users/providers of education. This necessitated the establishment of norms and standards that would be applicable for the improvement of the various levels and bands of the NQF. Since the Committee on Teacher Education Policy was already declared policy in 1995, it was convenient to utilise those Norms and Standards for teacher educators to improve the quality of teacher education. This relationship between the NQF and Norms and Standards for Teacher Education will further receive attention in Paragraph 2.2 below.

Setting standards is a way of assuring the quality of service provided. It is also a way of assuring the stakeholders (society, funding agencies, parents and learners) about the responsibility and accountability of an institution (Technical Committee on the Revision of Norms and Standards of Teacher Education, 1997 : 138 - 145). Standards ensure the continuous improvement of the operation, and this brings about institutional reform.

Quality is about meeting needs. Any institution that wants to improve quality has to ask itself the following questions: What is our purpose (which needs should we meet)? Whose needs are these (targeted population)? How can we meet those needs, and how can we be sure that the needs are met (self-evaluation)? In order to answer the questions, the institution will have to formulate clear goals and objectives, have a clear policy for organisation and delivery, where all stakeholders will be involved, and continually evaluate their effectiveness to meet those goals. This is the area in which staff development can be very useful in bringing all those on board in order to ascertain that the needs are met. Paragraph 2.5 addresses these issues in more detail.

## **2.2 ATTEMPTS TO REDRESS TEACHER EDUCATION**

The attempt to establish a national policy on teacher education was undertaken by the Committee for Teacher Education Policy (COTEP). The committee provided a set of norms and standards to regulate teacher education. The norms and standards are aimed at ensuring the quality of teacher education within an equitable democratic, non-sexist system (COTEP, 1995:3). To create mechanisms of ensuring the continued pursuit for excellence, it formulated aims of education programmes, specified outcomes, and determined minimum criteria on which the course aims were based.

Although the document was in the 'spirit and letter' of the South African constitution, it had some weaknesses. It delineated broad, general policy, but did not deal with implementation or delivery system. Secondly, its contents were not aligned to the



National Qualifications Framework (NQF), the South African Qualifications Authority (SAQA) and new legislation such as the Higher Education act of 1997 (Technical Committee on the Revision of Norms and Standards for Teacher Education, 1997 : 25). This necessitated its revision. In its revised version, the modified structure, functions, and purposes of teacher education in the new dispensation are outlined.

A question that could be asked is why the COTEP document had to be aligned to the NQF. One of the central goals and principles of the education and training policy stated in the Reconstruction and Development Plan (RDP) White Paper (1994:10) is that the NQF should be used as instrument to restructure education and training. It is established to create an integrated national framework for learning achievements, and enhance the quality of education. The NQF can encourage access to education to learners through different modes, facilitate movement between qualifications, monitor and regulate qualifications, upgrade learning standards, and recognise the accumulation of credits. This suggests that the NQF was construed as an instrument that could address the weaknesses and the deficiencies that were listed earlier on. COTEP, on the other hand, provides norms and standards which ensure that qualifications can be generated, registered, accredited, and evaluated. It is concerned with the design and recognition of qualifications and their realisation; which is their delivery by providers through learning programmes (Technical Committee on the Revision of Norms and Standards for Teacher Education, 1997:26)

### **2.3 THE ROLE OF THE NATIONAL QUALIFICATIONS FRAMEWORK IN IMPROVING TEACHER EDUCATION**

The National Qualifications Framework plays an important role in improving teacher education, which, for a long time focussed on training teachers for a job of life. The National Qualifications Framework requires that teacher education should focus on processes like teamwork/communication rather than pure knowledge acquisition; it must

shift towards learning rather than teaching. The NQF also provides a fresh look on assessment, accreditation, admissions, quality and standards. Ashman (1995:27) regards the NQF as a strong force that was behind the creation of the National Council for Vocational Qualifications (NCVQ) in England and Wales in the 1980's. The NCVQ performed their task by giving approval to qualifications that met key criteria; like content based on clear standards defined by and agreed with stakeholders, the division of content into defined units to allow learners to build up credits and accreditation based on the assessment of competences. This NCVQ that operates in England and Wales is judged by many people as a success (Ashman, 1995:27), and it performs the functions that are like the South African Qualification Authority (SAQA).

In exposing the role played by the NQF in improving teacher education, it is vital to highlight the various aspects that were introduced in teacher education because of it. The NQF has shed new light on concepts like qualifications, curriculum development, quality of education, governance of the national qualifications and assessment of the work of learners. It has introduced new concepts in the phases of education, which are now expressed in terms of bands and levels instead of primary, secondary and tertiary education. Other concepts that are introduced by the NQF are quality assurance, allocation of credits and outcomes. In the subsequent paragraphs, each of these aspects is explained, and the changes introduced are highlighted. This is done in order to clarify the role that the NQF has played in improving teacher education.

### 2.3.1 Qualifications

In the past, qualifications were regarded as the attainment of degrees, diplomas and certificates that were synonymous to occupational roles. In the case of teachers, qualifications were used to classify a person into a said category and determine remuneration. For example, a teacher who had a degree plus a teacher's diploma could be classified as M+4. The NQF came about with a new approach to recognise learning achievements. A qualification is viewed as a planned combination of learning outcomes



which have a defined purpose, which is to provide the learner with applied competence. This applied competence serve as a basis for further learning, and should add value to the learner in terms of personal enrichment, provision of status, recognising credentials and licensing, enhancement of marketability and employability (Technical Committee for the Revision of Norms and Standards for Teacher Education, 1997:52). When learning is scrutinised, questions like how competent is he/she (the learner), and what knowledge and skill the learner has, are asked. Teacher education can therefore no longer be an end in itself. It can also no longer produce people who are not employable or marketable. Learners can transfer their accumulated credits to other fields and study into new fields where they can be employed without starting new degrees or diplomas from scratch.

According to the Department of Education (2000:24), the following teacher qualifications are proposed:

- Certificate in Education
- Diploma in Education
- First Bachelor's Degrees
- Post-Graduate Certificate in Education
- Bachelor of Education
- Advanced Certificate in Education
- Post Graduate Diploma in Education
- Master of Education
- Doctor of Education

The proposed qualifications have clear criteria laid down on the basis of which they will be recognised. The Department of Education will publish lists of recognised qualifications on regular basis (Department of Education, 2000 : 24 - 25, 34). This suggests that the proposed qualifications are not final.

All teaching qualifications are evaluated on a Relative Equivalent Value (REQV). The REQV requires a particular number of SAQA credits at or above a particular NQF level (Technical Committee for the Revision of Norms and Standards, 1997:101).

### 2.3.2 Curriculum development and outcomes

The NQF requires that learning move away from prescriptive and descriptive modes, where curricula were structured on what constituted knowledge, and gave rise to static forms of learning. It encourages outcomes-based learning, where students will be allowed to participate in creating knowledge. It encourages the design and development of new and flexible curricula. Curriculum development is seen as a dynamic process where all stakeholders should be continually involved (Committee for the Development Work of the NQF, 1996:50; Department of Education, 1994:10). The department of education no longer design curricula for colleges to implement.

When aligning the norms and standards for teacher education with the NQF, the committee that was involved defined critical and developmental outcomes and their performances/assessment criteria. The providers of education (colleges, universities and technikons) have to develop learning programmes which contextualise outcomes in selected content areas. Curriculum development is now viewed as participatory rather than prescriptive. This challenges teacher educators to have the relevant knowledge and skills to design learning programmes, contextualising them in a way that is in accordance with the 12 fields of study mentioned by the NQF. SAQA has identified seven critical outcomes (cross-curricula/generic outcomes) and five developmental outcomes which should inform all teaching and learning (Technical Committee for the Revision of Norms and Standards, 1997:83-84, SAQA, 1997 1 (1)). These outcomes inform the core and elective outcomes which distinguish the different categories of kinds of teaching qualifications. The core and elective outcomes are tentative and open to modification and change. The teacher educators can manipulate these to make their unit standards unique.



### 2.3.3 Quality assurance

To enhance quality, four aspects of quality assurance in education and training are suggested; namely

- registration of units and qualifications to ensure that relevant standards are set, guarantee integration, and acceptability to major user groups;
- accreditation of providers to ensure that they have the capacity to deliver specified unit standards and to assess learning against specified unit standards;
- ongoing moderation of assessment to ensure consistency of assessment to required standards; and
- systematic evaluation to ensure effective performance of overall systems for management of quality and relevance (Committee for Development work on the NQF, 1996:33).

In plotting an implementation strategy of these quality assurance measures, the Committee for the Revision of Norms and Standards for Teacher Education (1997:138) envisages a situation where the Education and Training Quality Assessors (ETQA) will be responsible for setting baseline standards that will be applicable. The ETQA's will also be empowered to dis-accredit poor quality programmes and institutions. It tasks institutions to assure their own quality. It is also suggested that structures should carry out formative and summative evaluation of courses and programmes to improve and transform the institutions. This is also one of the key shifts that put serious demands on teacher educators.

Standards for quality assurance are not to be set arbitrarily and should be evaluated in terms of students performance i.e whether they have passed or failed. The standards for quality should be generated out of field analysis or careful examination of the three domains of academic, professional and occupational practice. They should also give an

account for teaching and learning process. As the model for teacher education is systemic and generative, standards will be open to change, adaptations and improvement as the three domains mentioned above improve (Technical Committee for the Revision of Norms and Standards for Teacher Education, 1997:139,143-145).

Whereas in the past quality was thought of in terms of assessment, the quality in the NQF is measured in terms of indicators which are regarded as cornerstones for the whole system of education. Three categories of quality indicators are used, namely:

- \* indicators for quality-related processes, which entail the examination of the adequacy and soundness of educational processes e.g use of time, teaching process, involvement of staff in course design;
- \* indicators for quality-related outcomes, which entail the degree to which students demonstrate achievement of standards (ability to demonstrate competence in various fields of studies); and
- \* indicators for quality of pedagogy-related inputs, which involve the analysis of professional educator's qualifications and the use of facilities in teaching (Technical Committee on the Revision of Norms and Standards for Teacher Education, 1997:141-142).

#### 2.3.4 Bands and levels on the NQF

The National Qualification Framework is a matrix of unit standards and whole qualifications located by band, levels and types of qualifications and certificates as indicated Figure 1 on page 23. Teacher education, which is the concern of this research, is located on Level 5 of Higher Education and Training Band. According to Olivier, (1998 : 5), Levels 1 and 8 are regarded as open-ended to accommodate low level entrants and do away with any kind of ceiling at its highest level. The contents of what will be devised within the NQF are social constructs, as they developed in close alliance with the partners involved.



**FIGURE 1**  
**THE LEVELS, BANDS AND FIELDS OF THE NQF**

<b>NQF level</b>	<b>Band</b>	<b>Types of qualifications and certificates</b>
8	<b>Higher Education and Training Band</b>	Doctorates and further research degrees
7		Higher degrees
6		First degrees and higher diplomas
5		Diplomas and occupational certificates

4	<b>Further Education and Training Band</b>	School/College/NGO certificates (Grade 12)
3		School/College/NGO certificates
2		School/College/NGO certificates

1	<b>General Education and Training Band</b>	Senior Phase Grades 7 - 9	ABET Level 4
		Intermediate Phase Grades 4 - 6	ABET Level 3
		Foundation Phase Grades 1 - 3	ABET Level 2
		Pre-school	ABET Level 1

(Olivier, 1998 : 5)



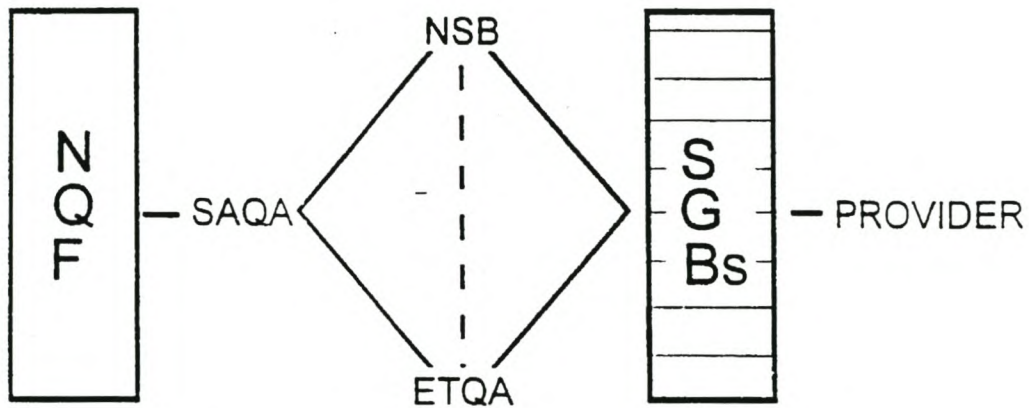
Levels 5 - 8 of the NQF are the Higher Education and Training Band, catering for Occupational Diplomas, First degrees and Higher Diplomas, Higher degrees and Doctorate and Further research degrees. Levels 2 - 4 is the Further Education and Training Band, offering school/college/NGO certificates. Level 1 is the General Education and Training Band, catering for Pre-school (early childhood development), foundation phase (Grades 1 - 3), intermediate phase (Grade 4 - 6) and senior phase (Grade 7 - 9). The General Education and Training Band also caters for Adult Basic Education and Training (ABET) Levels 1 - 4. (Olivier, 1998 : 5, Technical Committee on the Revision of Norms and Standards for Teacher Education, 1997 : 30) Figure 1 on page 23 show NQF Bands, Levels and Qualifications.

### 2.3.5 Governance of the National Qualification Framework

In the past, each education department had its own structures to control examinations, certification, accreditations and qualifications. The emergence of the NQF, the South African Qualifications Authority, which has to oversee the development of the NQF, work hand in glove with three bodies to perform the said functions. There are the National Standards Bodies (NSB's) responsible for registrations of Qualifications on the NQF, as well as the Education and Training Qualifications Authorities (ETQA's) that accredit providers, certify learners and assure quality of programmes, and the Standard Generating Bodies (SGB's) responsible for generating standards and qualifications. It liaise with the ETQA's over assessment and moderation. SAQA, in association with NSB's, ETQA's and SGB's as represented in Figure 2, provide a systematic approach to the generation , registration, and accreditation of qualifications in the fifth field of Education, Training and Development (Technical Committee on the Revision of Norms and Standards for Teacher Education, 1997 : 37). The ETQA for Teacher Education is the Higher Education Quality Committee (HEQC). The following diagram (Figure 2 on page 24) shows the relationships between the NQF bodies responsible for academic qualifications. Teacher educators need to be aware of the status and functions of these bodies in order to liaise with them accordingly.

FIGURE 2

## BODIES RESPONSIBLE FOR ACADEMIC QUALIFICATIONS



(Technical Committee on the Revision of Norms and Standards for Teacher Education, 1997:37).

### 2.3.6 Credit System

The NQF moved measurement of achievement in education and training from inputs to outcomes. It also moved length of time spent on a course or number of years spent in school, to notional hours. The NQF regards years spent in school as irrelevant to the judgement of competence, and holds that competence depends on what a person knows, understands, integrates, as well as values required (Hall, 1996:7). The notional hours are not real hours, but the estimated average time needed by a learner to enter the correct level of assumed knowledge or to master specific outcomes of a unit standard. Time, according to the NQF refers to the time taken on a task (writing assignments, home study, etc).



One SAQA credit equals ten (10) notional hours of learning (SAQA Bulletin, June, 1997:10). Therefore, 120 SAQA credits = 1200 notional learning hours. These notional learning hours could be converted to hours utilised in contact teaching, then week days and academic weeks. SAQA adopted such an approach for face-to-face providers to allocate time to programmes. But in essence, programmes should not run over fixed periods of time because time spent on a course does not suggest completion of a qualification (Committee for the Revision of Norms and Standards, 1997:54-55; Committee for the Development Work on the NQF, 1996:39-40). The unit standards, which are the building blocks of the NQF will carry credit ratings between 1 and 120. A maximum of 120 credits contribute to an equivalent of a full-time year of learning.

Credits are not linked to attendance of a course, but measure the achievement of outcomes. Credits can therefore be awarded by recognising prior learning in informal sectors, or at workplaces. If learners want to be accepted for a certain qualification they must have the necessary competences required by the qualification. Recognition of prior learning also has serious implications for admissions to courses which teacher educators have to be aware of.

### 2.3.7 Assessment of outcomes

The NQF advocates for outcomes based learning, where learners' progress is measured against agreed criteria. Formal assessment is criterion referenced and is conducted in a transparent manner. The learner is credited for meeting specified criteria and he/she receives feedback on certain areas, requiring additional work in order to reach the required standard. Learners are given credit as a way of acknowledging competence. Learners' progress is never measured against one other's performance; self-referencing is used (Committee for the Development Work of the NQF, 1996:31). Criterion referencing is used in the assessment of an individual learner, and norm-referencing is used in moderation procedures even though it plays a limited role.



In writing the unit standards, assessment criteria are to be included, which will function as a guide for learners, as well as assessors (Hall, 1996:6). In the accreditation process, range statements, which will serve as guide for the scope, and context levels of the units standard, have to be encompassed. Range statements will help the learner, teacher and assessor to understand what the learner should be able to do, what underpinning knowledge he/she should have, and what understanding is expected of the learner. (Independent Board of Examination, 1996:13).

#### 2.4 Criticism of the National Qualifications Framework

The National Qualifications Framework has played an important role in the improvement of teacher education as indicated in section 2.3 of this research. It created opportunities to rethink old trusted practices and at the same time, new ideas were brought forward to be tested. However, it is never possible for any change to occur without criticism, scepticism and fears. The following are some of the criticisms levelled against the NQF according to the Human Sciences Research Council (1995:29-33).

- \* It imposes a single viewpoint on all education and training.
- \* It lowers standards by forcing the vocationalisation of education.
- \* It introduces standardised curricula for all levels of learners.
- \* It may create chaos through ad hoc selection of unrelated bits of learning to make up a qualification.
- \* It could end up as a nightmare of bureaucratic redtape.
- \* It devaluates the standard of learning to the lowest denominator in the field.
- \* It is a plot of labour to collapse the difference between manual and mental labour.
- \* It robs institutions of their identity and academic freedom.
- \* It is a government strategy to exploit learners and their parents.
- \* It devaluates formal education and training.
- \* It gives government the sole powers to issue qualifications.

- \* Quality assurance is another term for policing.
- \* It is irrelevant to higher education institutions that are concerned with generating new knowledge and not just transmitting existing knowledge.

The researcher preferred to mention and utilise the criticisms of the NQF according to the Human Science Research Council in this section and in the questionnaire because they are based on research and more informed than those found in newspapers.

Some of the points raised in the criticism seem genuine to most people who are threatened by change. Fear may be caused by some of the processes that are operating alongside those proposed by the NQF like rationalisation of courses and institutions (especially colleges of education). It is also observed that many teacher educators have inadequate information about the proposed change. The inability to filter information to all stakeholders in good time is probably caused by the rapid rate at which change is occurring. The inability to communicate information about change is often the cause of unclear expectations, faulty notions and conflicts in areas of responsibility of how institutions must operate (Van der Westhuizen, 1996:147). Now focus is needed on how teacher educators can be assisted to make the shift from the traditional paradigm to the alternative proposed in the NQF.

## 2.5 Staff development as a strategy for implementing change

The White Paper on Education and Training of March 1995, regards teacher education as a unified field that belongs to higher education. Therefore, Technikons and University departments involved in teacher education, as well as the colleges of education, are expected to redesign teacher education programmes to be in line with the new goals, values and principles of National Education and Training as determined by the minister. The National Policy includes qualification structures and accreditation for teacher education programmes according to the NQF. The ministry believes that a direct way of



raising the quality of teaching and learning is through reform and re-direction of in-service education for teachers. It also recognises the need to re-evaluate current in-service practice (Department of Education, 1995:29-30).

The necessity to rethink in-service practice is long overdue. The inherent weaknesses discovered in the practice were mainly that in-service practice never addressed institutional development and participation was random, thus little impact was made on practice (Craft, 1996:8). Instead, institutional development is preferred, as it emphasises professional development on carefully analysed needs of both institution and individual (Craft, 1996:9; Mc Gregor and Mc Gregor, 1992:189, Sergiovanni and Starrat, 1993:266; Zuber-Skerritt, 1992:166). Zuber-Skerritt (1992:167) urges that it is necessary to learn about adult development, professional socialisation of faculty members, how their careers are structured and how the academic organisation affects their performance. She argues against the notion of prescriptive literature conventionally assuming that institutions generalised contextual and situational variables.

Staff development is viewed as a means through which teacher education can be improved and aligned with the NQF. Theorists like Argyris and Schön, have shed light on models of academics that can bring desired change and development to their institutions. In the subsequent paragraphs, factors that can hinder or support development receive attention.

#### 2.5.1 Factors that support or hinder change and development in higher education

South African education faces statutory change, which requires that change should occur at personal, social and political levels. Zuber-Skerritt, (1992:174) mentions three broad theories that shed light on factors that hinder or support change and development in higher education. Each of these theories are described briefly below.



#### 2.5.1.(a) Argyri's theory-of-action

Argyris suggests that people have theories of actions that they use to design and implement their values, attitudes and actions. Values and attitudes are related to espoused theories while actions are related to theories in use. Argyris and Schön developed two models of theories in use based on commonly held, values and they are as follows (Zuber-Skerritt, 1992:148):

##### ❑ MODEL 1

Model 1 academics have the following values: they define goals in private, with minimum consultation; they maximise winning and minimise losing; they rational and avoid expressing their feelings. The following strategies are used to achieve goals: control and manipulation of colleagues and environment, seeking responsibility for, and ownership of, particular goal-oriented tasks; unilateral protection of self and others from hurt. Although unintentional, the practice of these strategies escalate the problems and create new ones (Zuber-Skerritt, 1992:148). This can make it very difficult to introduce and implement change successfully.

##### ❑ MODEL 2

Model 2 academics values are: production of valid information in respect to goals and personal relationships; free and informed choice in decision making; commitment to decisions made; and evaluation of their effects to confront and dispute these; being open and testing validity of inferences and evaluation of the ideas and actions of colleagues; collaborating with others; and sharing power in solving common problems (Zuber-Skerritt, 1992:148).

Model 2 academics are reflective of their practice and can change in order to be effective. They use double-loop problem solving or learning, which is essentially the detection of error that requires change in governing values. Model 2 is meant to be a model of research communities, and their view of the development of knowledge in general. These academics can create a climate of enquiry essential for good teaching (Jaspers and Habermas in Zuber-Skerritt, 1992:148).

The above-mentioned changes cannot be easily attained with model 1 academics. Hofmeyr and Jaff, in Mc Gregor's (1992:170) point out that teachers who experience qualitative and quantitative problems in education are not equipped to cope with demands of society in transition. Their (Hofmeyr and Jaff) deliberation on the subject suggests that such teachers are model 1 academics. One could ask whether academics could change from model 1 to model 2. If institutions would like to implement change successfully, they could utilize staff development to achieve that. This is particularly so because Argyris' personal model focuses on the individual and can address individual needs effectively, also because the individuals (human resource) are a vital part of the institution.

#### 2.5.1.(b) Berg and Östergrén's theory of organisation

Berg and Östergrén believe that social systems (institution/organisations) are characterised by grouping of people around certain purposes. In such systems, members preserve one another's interests, ideology and technology. Berg and Östergrén also give an analysis of innovation in such systems regarding change/innovation as the disturbance within the system's equilibrium caused by various forces. First, unfreezing occur, which is the motivation to change. Secondly, changing or moving occurs, which involves developing new information. Thirdly, freezing occurs; which is the integration of new beliefs, attitudes and values into the rest of the system. Thereafter, equilibrium is



reached (Zuber-Skerritt, 1992:154-155, Vander Westhuizen, 1996:144-145). This theory of change is based on Lewin's (1952) field theory.

When trying to account why change succeeds or fails they (Berg and Östergrén) hold that there are three decisive factors that play a vital role. They maintain that innovation as a political process depends on the extent to which participants perceive loss or gain; ownership/involvement in implementing change/innovation; leadership and power behind the innovation (Zuber-Skerritt, 1992:155).

Berg and Östergrén's theory refers to system-divergent innovations in content and methods of higher education (Zuber-Skerritt, 1992:157). Conditions for change are determined by the characteristics of the organisational structure and its condition e.g cracks in the system caused by deviations from the main system. Clear signs of gains and losses for those involved, ownership, effective leadership and exercise of power to support innovation, make innovation to be successful. The two theories described briefly above, can be used as guides by leaders in institutions which are faced with transformation. These theories clarify the role of such leaders as agents of change. Leaders could employ model 2 values as well as Berg and Östergrén's idea that innovation /change depend on the extent to which participants are involved in implementing change.

If we are to apply this theory to the implementation of the NQF in colleges, we may state that the organisational climate must be conducive to change. Teacher educators would be expected to get involved in the identification of goals for change. They have to ask themselves how they can implement the NQF effectively, and think about how they can contribute to that as individuals. This will make them achieve ownership of the programmes to implement change.



### 2.5.1.(c) Human agency in bureaucratic organisations

This theory concentrates on the dialectical relationship between the individual and the institution, which is regarded as vital if change is to occur in higher education. According to this theory people's interpretations of reality are developed in social processes. During their interaction with their institution/organisation, they are influenced, shaped and moulded, while at the same time they influence and shape the institutions/organisations. In order to change people, a different climate for generally working relationships should be created, which will in turn, change the institutional climate.

Proponents of this theory oppose the idea that society depends on great rationality, efficiency and technology as it changes and becomes modernised; and that bureaucracy is the only appropriate organisational structure through which institutions could be rendered effective. Those who oppose the theory, on the other hand, believe that bureaucracy endangers scholarship, and critical communicative processes in the institution that leads to academic freedom. They maintain that change in administrative thinking and managerial rationality, toward democratic thinking and acting can make implementation of change smooth. Critical forms of communication are viewed as vital for development and analysis of knowledge, research, teaching and professional development (Zuber-Skerritt, 1992 : 157 - 158).

The theories discussed above tried to indicate what types of individuals, institutions and relationships are appropriate for the implementation of change in higher education. They also show that change can be necessary at an individual or managerial level. The role of institutions in creating a climate of communication and critical debate is seen as very important; it can hinder or support implementation of change/innovation greatly. Since the implementation of the NQF is also change, institutions could use these theories to bring about change in teacher educators and their institutions (Zuber-Skerritt, 1992 : 158).

### 2.5.2 Typical models of staff development necessary to effect desired changes in teacher education

From the exposition on the role of the National Qualification Framework and new legislation in improving teacher education, various areas requiring change are suggested even though not explicitly. The areas are of structure (organisation, use of space, authority), process (human interaction, communication) and attitude (values, assumptions, philosophies). Staff development could focus on intervention of individuals, groups and institutions when looking at the factors that can hinder or support change. As change is statutory, meta-institutional intervention will also be a vital focal point for staff development.

These areas of change have also been identified by Berquist and Phillips (1975) and Gaff (1976) (see attached model of Figure 3 on page 35). Although dated, staff development models in which these areas of change appear have a lot of relevant aspects as found in Berquist's Model 1 of 1976.

From this model, it can be noted that staff development could consist of related activities of attitude (personal development) process (instructional development) and organisational development (structure). Instructional and organisational development activities that could be included in the staff development programme(s), are mentioned in three activities. Concerning the focus of intervention, the individual, group, institution and the entire environment (meta-institutional development) need to be considered for development. This suggests that institutional growth cannot occur in isolation: community development influences institutional and personal development could influence community (meta-institutional) development. This occurs when academics in an institution are pro-active; and where bureaucracy is not allowed to cut off the critical communicative process that can lead to academic freedom.



FIGURE 3

MODEL NUMBER 3 OF FACULTY DEVELOPMENT

FOCUS OF INTERVENTION		STRUCTURE	PROCESS	ATTITUDE
	Individual	<i>Instructional Development</i> Consultation and training on course design, curriculum reform and educational technology  <i>Organizational Development</i> Evaluation of faculty Faculty reward system	<i>Instructional Development</i> Classroom observation, diagnosis and training Training in interpersonal and small group skills Training in out of class skills associated with faculty roles	<i>Instructional Development</i> Promotion of alternate instructional methods Discussions about teaching Values Clarification  <i>Personal Development</i> Life and career planning Counselling
	Group	<i>Organizational Development</i> Curricular and course design consultation Interdisciplinary and team teaching  <i>Organizational Development</i> Departmental reorganization Use of space and time	<i>Instructional Development</i> Discipline or department centered instructional training programs Peer observation and feedback  <i>Organizational Development</i> Group process observation	<i>Instructional Development</i> Knowledge utilization Departmental/divisional retreats  <i>Organizational Development</i> Team-building Support groups
	Institutional	<i>Community Development</i> Communication and support networks  <i>Institutional Development</i> Research and development center Faculty Development Program governance	<i>Community Development</i> Intergroup negotiation  <i>Institutional Development</i> Implementing development programs Faculty Development Program planning and implementation	<i>Community Development</i> Community building  <i>Institutional Development</i> Development of support for change Faculty Development Generating program support
	Meta-Institutional	<i>Meta-Development</i> Funding Establishment of formal networks and consortia	<i>Meta-Development</i> Define and clarify new change oriented professions Continuing education for educational change agents	<i>Meta-Development</i> Publication of books, periodicals, etc. Demonstration projects Cooperative research projects

Prepared by William Bergquist for the Association for Innovation in Higher Education in conjunction with a presentation at the 1976 National Conference on Higher Education sponsored by the American Association for Higher Education.



Model 2 academics are required for this model to be effectively implemented. They will reflect upon their practice and produce valid information in respect to goals (Zuber-Skerritt, 1992:148). People would like to achieve clear goals, and this is an indication that they know and understand where they are, where they would like to go, and how they will reach their destination. Academics need to develop their personal visions and invite others to confront and dispute these, and ultimately work towards a common vision. This will lead to communication, collaboration, and solutions to common problems like implementing change. In the model provided by Bergquist, the concepts observation, consultation, feedback, communication and support networks indicate the need to work together to get staff development programmes started and keep them fully functional.

Craft (1996) has models for professional development that she classifies into the categories of location, length, and incidental opportunities. The following is an exposition of her models of professional development classified according to location:

- ★ off-site professional development, where teachers from various institutions come together at one institution for short or long courses. Teacher development can be in the form of job-shadowing, working on a small-scale project, collecting material for the curriculum or management of the school, as well as cross institutional development (Craft, 1996:13).
- ★ school-based (institutional) professional development, which can be used to get direct impact on the institution, where a specific group of staff can be targeted. It can focus on reflection on classroom practices and skills development. It is more effective when a specialist is called in from outside to reduce insularity (Craft, 1996:14-15).

Under the classification based on length, she differentiates between the following:

- ★ short courses (1-2 days) like summer residentials, teacher placements, award bearing courses delivered at a number of sessions spread over time.
- ★ long opportunities that could be in the form of an M.Ed degree, a diploma, job rotation, locally/nationally /internationally (Craft, 1996:16).

The classification under incidental opportunities take the form of one day courses, twilight briefing sessions, moderation sessions, job-shadowing and association (Craft, 1996:16).

Craft's models of professional development provide suggestions on where, how and when staff development can take place. These suggestions are in line with those given by the Technical Committee on the Revision of Norms and Standards for Teacher Education (1997:125-126) concerning formalising informal teacher development activities, intergrating in-service activities with formal teacher education, and having work-focused teacher development activities. The Committee also suggests that staff development activities should lead to qualifications, and become a national responsibility. This last suggestion links with Berquist's (1976) meta-development, which involves definition of change oriented professions and continuity education for educational change agents. The above suggestions are a way of implementing the NQF's principles of integration, portability, flexibility and relevance. (Committee on the Development work on the NQF, 1996:21-22).

Since staff development should be based on identified and analysed needs, it is imperative for institutions to determine their own needs and have programmes that are as unique as their own needs.



### 2.5.3 Methods and strategies for staff development

Guilford (1990:6), Seldin (1990:200) and Du Four and Sparks (1991:6-8) are of the opinion that the ultimate success of any effort to develop the human resource of an institution depend on the role played by leaders and senior office. Leaders are in a better position to create a climate and conditions for development. They are regarded as the gatekeepers of change and innovation, and the eventual outcomes of staff development initiatives rests upon their guidance and support. They can plant and nurture ideas and solicit support from staff to get programmes off the ground.

Without clear vision of where the institution is and must go, the right climate for change, relevant personnel for staff development, it might not be easy for leaders to bring about desired changes in their institutions. The role of these factors are elaborated on the subsequent paragraphs.

#### 2.5.3.(a) Importance of clear vision

Leaders (rectorate and management team) of institutions need to have a clear vision of the direction they want to lead the institution, and how they are going to get there. Vision is vital for a learning organisation/institution because it provides focus and energy for learning; it expands peoples' ability to create (generative learning) and brings about common catering among those involved (Senge, 1993:206). The vision will uplift people's aspirations, create the spark that will lift the institution from the mundane. Visions have the ability to change peoples' relationships with their institutions and create common identity. This is particularly so when the vision is shared. Shared vision results in enrollment and commitment of all staff members and avoids sheer compliance. From the vision, clear goals, directions and priorities can be articulated (Du Four and Sparks, 1992:10).



#### 2.5.3.(b) The right climate for change

The formation of new working relationships is vital for implementation of change. A climate of trust, where risk-taking and experimentation can occur is facilitated through sharing of the vision, allowing staff to interrogate it, and allowing them to share their personal visions. Writing the vision together can help it come alive as shared visions are not necessarily the solution to the problem, but a way of enrolling members to the greater picture.

Risk-taking and experimentation have the potential to spark off conflict among individuals as each one may have a personal opinion on how things should be run. At the same time, it creates opportunity for collective staff input that can lend a sense of comfort, ownership and security to those affected (Seldin, 1990:201, Robbin and Alvy, 1995:66-71, Senge, 1993:209).

A conducive climate has to be created for implementing transformation in higher education. Teacher educators need to explore the implication of the transformation for themselves so that they can realign their beliefs and behaviour through dialogue. They also need to work out for themselves what is required and what is discretionary, and to adjust what is discretionary to their own needs (Craft, 1995:152-152). Lack of involvement in exploring implications of change can result in resistance (Van der Westhuizen, 1996:177-179).

#### 2.5.3.(c) Staff development co-ordinators

For staff development to occur efficiently, institutions need staff development co-ordinators who will organise training and development from within. The co-ordinators can organise provision of comprehensive programmes of continuing development for all staff (Guilford, 1990:6).

Staff development co-ordinators (consultants, advisers, directors as some call them) can encourage and facilitate a shift in thinking, attitudes and values and provide forums for critical debate rather than merely improve techniques of teaching. The co-ordinators are necessary to prepare staff for both their current and future roles, and help them derive satisfaction in their work-place (Zuber-Skerritt, 1992:161-162, Fitzgerald, 1992:82, Guilford, 1990:12, Robbin and Alvy, 1995:160-164). Staff can also be assisted also to create change, rather than react to it.

Staff development co-ordinators have to liaise with departments to identify development needs, and advise the staff development committee (which needs to be established to make staff development an institutional matter) on opportunities to enhance staff knowledge, skills, values within the available resources, plan and monitor the programmes. The co-ordinator can mount workshops, courses, seminars and various activities for general and/or particular purposes for the institution (Guilford, 1990:12).

#### 2.5.3.(d) Institutional policy for staff development

Zuber-Skerritt (1992:146) identifies four categories of academics in terms of their beliefs in staff development: those who do not want it for themselves and others, those who want it only for others and not themselves, those who espouse enthusiasm for it but do not participate, and those who espouse enthusiasm for it and participate. Concern for quality in higher education does not allow random participation in staff development, and the South African Policy paints a future system for teacher development in which life-long learning will be the norm (Technical Committee for the Provision of Norms and Standard for Teacher Education, 1998:125).

Suggestions that are tabled by the Technical Committee for the Revision of Norms and Standards for Teacher Education (1998:125-131) include formalising all informal teacher development activities, integrating-in-service activities (referred to as staff development)



into teacher education, work-focused and resource-based development, linking staff development activities to qualifications, and crediting short courses/modules for development. To ensure that teacher educators will consider staff development a vital venture to participate in, an institutional policy for development is very necessary. The policy will help clear misconceptions about who should be involved in what; the purpose of staff development, funding of programmes, ensure proper monitoring and programme evaluation, and even clarify the role of other stakeholders in staff development like unions (Zuber-Skerritt, 1992:170-172; Guilford, 1990:33).

#### 2.5.3.(e) Kinds of staff development activities

The transformation in higher education is centred on three areas, namely, structure and growth (which includes a qualifications framework for higher education, quality assurance, admissions and selection procedures, research and capacity building), governance and funding. Since a lot of change and innovation has to take place in these areas, staff development is needed to provide the necessary knowledge, skills and development of the right attitudes.

At institutional and departmental levels, Bergquist and Phillips (1981:9) identified five levels of change, namely, design of courses and instructional strategies, use of new instructional methods, moving away from primary teaching responsibilities to more managerial and administrative roles, change in discipline (teaching in a new field of studies) and change in profession (taking a role outside higher education). Each of these changes have a unique impact on staff, and may result in new challenges, roles, renewed interest, excitement and anxiety. To implement change, resources will be needed like grants, sabbaticals, experimental courses, release time, new books and content and financial support for retraining will be needed.

## **2.6 SUMMARY AND CONCLUSION**

This chapter highlighted the inherent weaknesses in teacher education before 1994, the role of the National Qualifications Framework in improving education, criticisms levelled against the framework, and staff development as a strategy for implementing transformation. It also showed the importance of vision, the right climate for change, the role of co-ordinators and institutional policy in implementing change through staff development.

Although the National Qualifications Framework is not exclusively meant for teacher education, it has played a significant role in redirecting curriculum, learning and teaching. Standards and quality have also assumed new meaning with its introduction. For teacher educators to implement change in accordance with it, staff development has to be afforded a higher status and regard than before. Probably, new directions of staff development will also have to be looked into in order to meet emerging needs.

In the subsequent chapter, the researcher outlines the research methodology. The population and the targeted population (sample) are described. The sampling technique, instrumentation, pilot study, data analysis and interpretation as well as the limitations of the research also receive attention.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The previous chapter (chapter 2) comprised an exposition of the scenario for change and development in South African Higher Education. It also identified possible areas of transformation where staff development could play a role. This chapter is aimed at explaining how the research was performed, that is, it describes the research design.

As already pointed out in paragraph 1.6, the research is ethogenic in approach, while it employs survey techniques (the interview and the questionnaire) in gathering data. The use of the ethogenic approach and survey techniques was preferred because this allowed the researcher to study the process (implementation of the NQF), the product, and identify the standards by which the existing conditions at the colleges could be compared (product). The use of the ethogenic approach alone or the survey techniques only could result in either focus on the process or product. Data gathered in this research is both normative (objective, quantitative and explanatory) and interpretive (subjective, internal and qualitative). This affects the analysis of the data gathered : it is both qualitative and quantitative. It must be emphasised that the accounts given in this research remain true and valid contextually (Mouton, 1996 : 270, Cohen and Manion, 1980 : 25).

#### **3.2 DESCRIPTION OF THE POPULATION**

The population from which the sample was drawn comprised six Colleges of Education, namely Makhado, Mapulaneng, Giyane, Mokopane, Sekhukhune and MASTEC Colleges of Education. The Colleges of Education offer three year and four year teacher diplomas. In most of the colleges, the three year diplomas are now to be substituted by four year

diplomas. The subjects offered at the colleges are in the fields of Agriculture, Culture and Business, Commerce, Management Studies, Communication, Education, Technology, Mathematics, Computer Studies, Human and Social Sciences. These subjects are classified into the fields of 01, 02, 03, 04, 05, 06, 07, 09, and 10 of the National Qualifications Framework (NQF). Each college has different departments to which various groups of subjects are allocated. The number of departments range from three to ten, depending on the names adopted by the respective colleges.

The targeted population comprised of lecturers from MASTEC, Sekhukhune and Mokopane Colleges of Education. The size of the target population is  $246 = (56 + 70 + 120)$  respectively. The researcher randomly selected 110 lecturers from these institutions and requested them to respond to the questionnaire. 10 heads of departments were also selected randomly and were interviewed. The total number of educators who were selected to represent the population was 120 ( $119 + 10$ ). Of the 110 questionnaires sent out, only 76 were returned (see paragraph 4.3.1 (a)). All the heads of departments that formed part of the sample were interviewed.

### **3.3 SAMPLING**

Random sampling was done in the following way (Mulder, 1982:58):

The researcher involved colleagues at targeted institutions to draw lists of educators and assign numbers to each of them. From the lists, every second person was selected for the sample which was requested to respond to the questionnaire. From the lists of heads of departments, every third person was selected for interview at Mokopane and Sekhukhune, whereas at Mastec, three out of the four heads of departments were interviewed. In this way, all educators were given equal chance of being selected for the sample.



### **3.4 INSTRUMENTATION**

The data gathering instruments used in this study were the questionnaire and the interview schedule. Below, an exposition is given why the researcher regarded these instrument as suitable.

#### **3.4.1 The questionnaire**

The researcher regarded the questionnaire as a suitable data gathering instrument for this study for the following reasons (Sheal, 1980:45):

- It can reach many people quickly, and a lot of information can be gathered from a lot of people.
- It is inexpensive compared to group meetings, interviews and job observations.
- It is relatively easy to administer and provides familiar formats for responses, which makes it easy to respond to.
- It is completed in standard conditions, while biases common to face-to-face interviews are avoided.
- It provides a lot of data that can be quantified, summarised and reported.
- Due to uniformity of the questions, results are more reliable.
- It can promote interest, involvement and support for a new project.
- It can impress the organisation with its positive approach and responsiveness of the training groups to institutional needs.

The researcher is aware of the disadvantages of the questionnaire; for example, that it can only provide information on asked questions, may have low response rates that can distort findings and that it cannot produce precise job information. This prompted the researcher to use only close questions. The researcher also avoided using the post for distributing

and receiving the questionnaires and requested educators who have experience in research at the institutions to distribute and receive questionnaires.

### **3.4.2 The interview schedule**

The interview is regarded as suitable for the collection of data for the following reasons: (McMillan and Schumacher, 1993 : 250)

- It is flexible and adaptable.
- It can be used in studying different types of problems.
- It can be used with different types of people.
- It has a higher response rate
- Responses can be probed, followed up, clarified, and elaborated to achieve accurate responses.

Both structured and semi-structured questions were used to allow the interviewee to talk in detail on topics of interest. The interviewer recorded the responses on cassette and took notes at the same time. The researcher is aware of the disadvantages of using the interview for data collection. That is the reason why fewer people (39 % of the target population) were interviewed, and the interview was used with the questionnaire.

### **3.4.3 The design of the instruments**

#### **3.4.3 (a) The questionnaire**

The questionnaire was designed as follows:

Section A, (question 1-9) aimed at gathering information that helped the researcher to



understand characteristic features of the respondents. Questions in this section were nine in number and probed name of institution, gender and age of respondents, position they hold, subjects they teach, teaching experience, and whether they further their studies.

Section B (Question 10 - 30) probed the respondent's exposure to staff development activities as well as staff development practices of their institution. From the findings, conclusions were drawn on issues like the effective implementation of change through staff development. Lack of staff development also indicate possibility of lack of preparedness for change, inability to cope with it and/or resistance to change.

Section C (question (a) - (i)) probed the level of awareness of the respondents about the National Qualifications Framework and its relatedness to the Norms and Standards for Teacher Education Policy (COTEP). It also probed the participation of teacher educators in decision-making about vital educational matters stated in the NQF, and proved whether they were pro-active in bringing about change. The questions were nine in number.

Section D (question 1 -22) probed the level of knowledge (familiarity with the content of NQF) and implementation of the National Qualifications Framework. It consisted of 22 questions. The extent to which respondents applied the NQF aims, principles, outcomes based education, use of credits and performance indicators in their teaching and curriculum design were probed.

Section E (question 1 - 28) probed perceptions of educators on the NQF. It is believed that perceptions determine the willingness of educators to implement the NQF, or show resistance to it according to the criticisms levelled at it.

#### 3.4.3 (b) The interview schedule

The questions in the interview schedule probed student involvement in the

implementation of change, how staff was equipped to design courses, problems encountered during course design, approval of courses by SAQA, changes in the assessment of students performance, usage of exemplars provided in designing units standards (SAQA provided examples), admissions procedures, quality assurance, and staff development the college engaged in. Most of the questions were semi-structured to allow the respondents chance to elaborate on their responses. The questions were 16 in number.

### 3.5 PILOT STUDY

The pilot study was designed as follows:

Ten questionnaires were prepared and given to teacher educators for completion. This helped the researcher to draw conclusions on the relevance of questions, possible mistakes and ambiguities were identified and the length of the questionnaire detected. Some questions that were excluded by the researcher were recommended by the pilot team as most of them belonged to the Curriculum Committee of Sekhukhune College. Recommendations made resulted in some changes on the questionnaire.

### 3.6 DATA ANALYSIS AND INTERPRETATION

It was stated in paragraph 3.1 that the data collected in this research is both qualitative and quantitative. The data from the interview was qualitatively analysed. Where



possible, content of particular items were grouped together, tracing a particular topic e.g. admissions. Secondly, since the researcher had expectations about kind of issues likely to be raised; the absence of some of those issues was explored to find out the correct explanation of its omission. The researcher also looked into the orientation to the reality of implementing the NQF, the conceptions held, and the limits to what is perceived (interpretation of schemata).

Data from the questionnaires was interpreted by assigning meaning to the findings and deciding what conclusions were justified. The researcher enlisted the services of a skilled analyst, who is trained in extracting common themes using software, for the analysis and interpretation of the data from the questionnaires. The data collected through the questionnaires consisted of units of analysis in the form of word coded numerically so that counting could be done by computer.

In the case of data collected through the interview schedule, the units of analysis were words to which meaning was attributed and generalizations were made in the interpretations thereof. The use of a cassette recorder provided the researcher with chances of replaying the responses to get the exact responses of the interviewees.

### **3.7 VALIDITY AND RELIABILITY OF THE STUDY**

The questionnaire and the interview schedule succeeded to cover the fields with which the study is concerned. To ensure content validity, the researcher requested educators who participated in curriculum development to check the questionnaire and interview schedule item-for-item in relation to the document on the Revision of Norms and Standards for Teacher Education which guides the implementation of NQF in teacher education. Some of the questions that did not contribute to the purpose of the study were

eliminated and replaced, especially in Sections C, D and E of the questionnaire. According to Mulder (1982 : 217) consultation between the compiler and informed people on whether items contribute to the purpose, were not too many or too few on an aspect, and did not measure what other items were measuring render the study valid in terms of content.

The reliability of the research depends on whether institutions remain at the state where they were at the time or engage in staff development especially on the needs identified in the study (satisfying the needs). Mulder (1982 : 214) states that when a research is affected by conditions, its reliability is conditional.

### **3.8 LIMITATIONS AND PROBLEMS ANTICIPATED**

Limitations peculiar to this study are that the National Qualifications Framework has recently been declared policy and is in its fourth year of operation. As a result, various sectors where it applies are still strategising its implementation. Teacher educators rely on the guidance of the Technical Committee for the Revision of Norms and Standards of Teacher Education, Training and Development for implementation strategy. The researcher is aware of only two meetings that were called by the committee to meet teacher educators. All other subsequent endeavours to implement the NQF have been the institution's own initiatives. The more institutions engage in staff development regarding the implementation of the NQF, the lesser the needs the institutions might have. Therefore, the reliability of the results of the study could be affected by conditions.

The size of the population may be affected by the reduction of posts caused by redeployment of educators and rationalisation of subjects in the social sciences. There is also a possible reduction (further reduction) of Colleges of Education and conversion of some of them into the Further Education and Training (FET) band of the National Qualifications Framework. The researcher cannot do anything to counteract this anticipated problem.



### **3.9 CONCLUSION**

Although the questionnaire and interview schedule are intended to determine staff development needs on the implementation of the National Qualifications Framework, they will serve as means of sensitising teacher educators on vital educational matters and to transformation.

Section E of the questionnaire contains various perceptions that teacher educators will have to think of deeply rather than just respond to them. Copies of the questionnaire and interview schedule are found in appendix A and B. In the subsequent chapter, the results of the interviews and questionnaires are reported.

## **CHAPTER 4**

### **PRESENTATION AND INTERPRETATION OF RESULTS**

#### **4.1 INTRODUCTION**

In the outline of how the research was conducted, (chapters 1 and 3), it was stated that the study is qualitative and quantitative. As a result, data collection was aligned to the nature of the study. To ensure reliability in data collection, the researcher used a combination of multiple- researchers, verbatim accounts and mechanically recorded strategies (Schumacher, 1993:388). In the multiple- researcher strategy, colleagues, experienced in research, were requested to assist in the distribution of questionnaires and in conducting the interviews. The multiple- researcher strategy was preferred as researchers would take note of verbatim accounts of conversations during the interview, and the researchers would serve as information by virtue of their attachment to various colleges participating in the study. Their understanding of the language of the area was regarded as a factor that could enhance internal validity of the study (Schumacher, 1993 :391). Multiple researchers were also used in the selection of the sample (chapter 3) for the questionnaire.

Concerning the interpretation of data collected, it must be noted that accounts given on the implementation of the National Qualification Framework remain valid contextually. The results cannot be generalised, but extension of understanding, where descriptions given will only enable others to understand similar situations is possible.

To ensure the anonymity and confidentiality of participants, institutions involved were coded A, B, and C. In the questionnaires, the frequency of responses are indicated using percentages.



4.2 RESULTS OF INTERVIEWS

The respondents selected for the interview were heads of departments, selected because of their leadership roles in the departments. It is believed that the ultimate success of any effort to develop the human resources of an institution depend on the role played by the leaders. The leaders are in a better position to create a climate for development. From each of college A, B, and C, three heads were subjected to the interview. Below, responses from the interviews are shown and interpreted.

4.2.1 Teacher diplomas offered by colleges

The question prompted what teacher diplomas are offered by the colleges. Table 4.1. show responses.

**Table 4.1**  
**Teacher diplomas offered by colleges**

College code	A	B	C
Diploma offered	JPTD, STD, SPTD	STD	HED (Science)
Duration	3 years	3 years	4 years
Delivery mode	contact	contact	contact

The table indicates that college A offers three year diplomas, namely: Junior Primary, Secondary and Senior Primary Teachers Diploma (JPTD, STD, & SPTD). College B offers a Secondary Teachers Diploma (STD), also for three years. College C offered a Higher Education Diploma with specialisation in science subjects (Mathematics, Physical Science and Technology).

The interpretation of the above information is that colleges do not necessarily offer the same type(s) of teacher diplomas. The duration of courses also differ from institution to institution. The researcher notes that college A and B still has their qualifications named according to the 1990 structure while college C has named the qualification differently but not according to the Revised Norms and Standards for Teacher Education . The courses offered are all lecturer contact (full time contact). There is no implementation of flexible course delivery or shift to student study time (use of notional hours). This is an indication of a need for staff development (according to the study of omissions as a means of identifying issues - Par. 3.6).

#### 4.2.2 Implementation of the revised COTEP document

The question aimed at finding out whether colleges have started to implement COTEP. All the nine heads of department (3 from each college) indicate that they have started with COTEP.

#### 4.2.3 Information and guidelines on the implementation of COTEP

The question prompted who guided/ provided information to guide the implementation of COTEP. College A and B responded that the Vice- Rectors came with information from the Northern Province Department of Education, and these colleges held meetings, workshops and to update staff members on the developments. College A also indicated that contractors were called in to assist as the information provided by the department was not always very clear. College C only responded that information came via the vice rector (Academic).

The interpretation of these responses is that the Department of Education disseminated information about change to Colleges of Education. Each college worked hard to



implement the required change. While other colleges worked on their own, others contracted specialists to help them implement COTEP.

#### 4.2.4 Involvement of students in the implementation of change

The question probed student involvement in the definition of goals to guide the implementation of change from the 1990 structure to COTEP. Responses from heads of college A is that students were partly involved, the first and second year students of 1997; and all subsequent first years. College B involved students partly; especially the Student Representative Council (SRC). College C also involved students partly; one head was specific that only the education desk of SRC was involved.

The interpretation of the responses is that some colleges believe greatly in stakeholder participation while others still believe that students should be informed through representatives only. It is undisputable fact that all learners are entitled to knowledge and understanding of educational matters that affect them directly. They are the ones directly affected by the curriculum, credit systems and notional hours. They are also the ones who have to achieve outcomes. Stakeholder involvement makes implementation of change effective. Senge (1993: 206) holds that clearly stated visions (shared visions) are vital for learning institutions because it provides a focus for learning, and brings about the ability to create knowledge (generative learning). Involvement of learners could also be used to create a climate of experimentation, collective input and ownership of the programmes (Seldin, 1990:201; Robbin and Alvy, 1995: 66-67). Lack of student involvement, on the other hand is a brewing ground for disputes that are not easy to solve and may cause resistance (Van der Westhuizen, 1995: 177-179).

#### 4.2.5 Methods of preparation of staff in courses design

The question probed how staff was equipped to design new courses. Table 4.2 below

gives an indication of responses.

**Table 4.2**  
**Methods of staff preparation in course design**

College	Methods used to prepare staff
A	<ul style="list-style-type: none"> <li>-Personal study of document by staff</li> <li>-Assistance from other institutions (colleges, university, Non Governmental Organisations).</li> <li>-Follow- up workshops by college</li> </ul>
B	<ul style="list-style-type: none"> <li>-Department (Provincial) workshops</li> <li>-Peer consultation</li> <li>-Institutional workshops</li> </ul>
C	<ul style="list-style-type: none"> <li>-Staff development session held every Wednesday in the form of workshops, briefing session and meeting</li> </ul>

Table 4.2 reveals that college A, B and C had a more hands- on approach in preparing staff for course design, than B, which relied mostly on workshops.

All the colleges show that teacher-educators explored the implication of transformation for themselves, and could therefore work out what was discretionary and what was required (Craft, 1996: 152-153). This reduced the chances of resistance to change.

#### 4.2.6 Problems encountered during course design

The question probed problems encountered in the process of course design. The table below shows the various problems encountered, and how common they were in various colleges in the order of priority.



**Table 4.3**  
**Problems encountered during course design**

Problems encountered
<ul style="list-style-type: none"> <li>- Lack of information on COTEP</li> <li>- Changing from old ways to new ways of doing things</li> <li>- Lack of physical resources</li> <li>- Inability to handle critical discourse</li> <li>- Lack of follow-ups</li> <li>- Too much change in too short time</li> <li>- Lack of proper training</li> <li>- Contextualising outcomes</li> <li>- Poor dissemination of information</li> <li>- Lack of co-operation</li> <li>- Lack of financial resources</li> </ul>

According to table 4.3, the greatest problem was lack of information on the new document, (COTEP) and few sources were available for personal study. Major problems also experienced were lack of resources, too much change in short period, lack of financial resources and contextualising outcomes. Most problems experiences were not about the COTEP document.

The interpretation of table 4.3 is that the problems mentioned had an impact on the implementation of COTEP. Lack of resources, the need to do things differently, time constraints, and problems with contextualisation of outcomes are an indication that if these problems could be addressed, programme review and development might be necessary. The areas of COTEP that could be affected are allocation of time for unit standards, assessment modes, and the general design of the unit standards. Staff development could be useful in guiding the process of programme review and course

development.

#### 4.2.7 Approval of programmes by SAQA

In college A, some of the respondents pointed out that the programmes were approved by SAQA, while others, who were in the majority, pointed out that they were not sure who approved the programmes. In college B, the majority of the respondents pointed out that the programmes were approved by HEDCOM and others said they are not sure. In college C, all the respondents pointed out that programmes were approved by SAQA.

The varying responses from the colleges show that there is no clarity as to who is supposed to approve programs. The first COTEP document stipulated that programs are to be approved by HEDCOM. The Technical Committee on the Revision of Norms and Standards for Teacher Educators (1998 : ii) states that unit standards must be recognised by SAQA.

#### 4.2.8 The nature of programmes

The question probed the nature of programmes - whether they were designed according to exemplars given by the Committee for the Revision of Norms and Standards. The responses are arranged in the order of priority.

**Table 4.4**  
**Nature of programmes - (unit standards)**

Nature of programs
*Not according to exemplars
*Not sure whether they were similar to exemplars
*Designed according to exemplars



Table 4.4 reveals that most unit standards are not according to the exemplars given by the Committee on the Revision of Norms and Standards. Only few of the heads responded that they were sure that the unit standards were designed according to the exemplars.

The interpretation of this finding is that there is a need to consider the unit levels of the NQF and the credits recommended by SAQA in the design of unit standards. There is also a need to have clearly stated outcomes, assessment criteria, range statements, and dates on which the programmes are reviewed (Committee on the Revision of Norms and Standards for Teacher Education, Training and Development, 1997: 97 - 121). This is also an area in which staff development is needed (see par. 3.6).

#### 4.2.9 Assessment of learner's work

The question probed changes introduced in the area of assessment. Table 4.5 indicate responses according to priority order.

**Table 4.5**  
**Assessment of learner's work**

Type of assessment
- Formative + summative assessment
- Focus on outcomes
- Use of journals
- Group assessment
- Peer assessment
- Open book assessment
- Assessment according to participation in class

From table 4.5, it can be noted that integrated assessment receives more attention (formative and summative). However, no one of the heads of departments mentioned use of assessment criteria, range statements or evidence of requirements according to the Committee on the Revision of Norms and Standards for Teacher Education, Training and Development, (1997: 114 - 117). This is an indication of a need for staff development.

#### 4.2.10 Institutions which accredit teacher qualifications

The question probed accreditation of qualifications offered by colleges.

Table 4.6 indicates the responses given in priority order.

**Table 4.6**  
**Institutions which accredit teacher qualifications**

Bodies/Institutions accrediting qualification
A. Department of Education, Arts, Culture and Sports (N. Province)
B. University of the North
C. University of Pretoria
D. SAQA
E. Not sure/not finalised

Table 4.6 reveals that Heads of departments belonging to the same institution have varying information about who accredits qualifications offered by their institution. When further probing occurred on the question, respondents would shift from the institution/body he/she mentioned earlier on. Most mentioned the provincial department first, then a university, while some moved to option E, which read 'not sure'.

The interpretation of the above finding is that the effects of the 1990 structure are evident



in that heads of department still expect the Department of Education to determine accreditation of qualifications. This is an indication that the process of accreditation outlined in the Norms and Standards is not clearly understood, and staff development is needed in this area.

#### 4.2.11. Quality assurance modes

The question asked how quality assurance was done at the colleges.

Table 4.7 show responses from the most popular to the least popular.

**Table 4.7**  
**Quality assurance modes**

Quality assurance mode
A External moderation of syllabi, study manuals, exam paper and memoranda
B Each lecturer assumes responsibility for his work
C External moderation of examinations only
D Use of consultants
E Monitoring
F Control
G Appraisal

The responses reveal that each college had its own quality assurance strategies. The heads from the same institution could also not agree on the common ways of quality assurance in some instances. Even when the interviewees provided alternatives of monitoring, control and appraisal, no respondents mentioned that these modes were used.

College A responses were the only common ones. The interpretation of results is that colleges do not use quality assurance as suggested by the Committee for Revision of Norms and Standards for Teacher Education (1993: 179 - 181). The document mentioned guidelines of how quality assurance can be done institutionally. It mentions seven phases of internal quality assurance (self-evaluation) and also external quality assurance (evaluative). This indicates a need for staff development in quality assurance strategies.

#### 4.2.12. Admission requirements

The question was whether admission requirements were changed to meet NQF requirements. All colleges mentioned that admission requirements were changed to meet NQF requirements.

#### 4.2.13. Changes in admission requirements

The question probed changes that were introduced to align admissions to NQF requirements. Table 4.8 shows results in order of preference.

**Table 4.8**  
**Changes in admissions**

Type of change
A Use of teaching experience (former private teachers and under-qualified
B Matric pass
C Aptitude tests



Table 4.8 shows that some colleges use matric results and experience, others use aptitude tests and matric results in admitting students. The Revised Norms and Standards on the one hand requires that schooling sub-fields should provide the substance for teacher education qualifications (the schooling sub-field should provides exit level outcomes). The NQF on the other hand mentions recognition of prior learning (and experience) as a way of admitting learners to a qualification. This proves that colleges do indeed use admission criteria that are aligned to the NQF.

4.2.14. Ways of disseminating information to staff

The question probed how heads of departments ensure that staff get the necessary information about transformation that has to be implemented. Table 4.9 shows the results according to the preferences of the respondents.

**Table 4.9**  
**Ways of disseminating information to staff**

Ways of disseminating information
Circulars
Letters
Memos
Meetings
Short courses and briefing sessions
Workshops and seminars

Table 4.9 reveals that all colleges use circulars, memos, meetings, short courses and briefing sessions, seminars and workshops to pass information to staff members. Letters are infrequently used in all colleges.

The interpretation of the above results is that all staff members can receive information on what has to change and how it has to be implemented. This can render the transformation efficient.

4.2.15. People responsible for organising developmental activities

The question aimed at finding out who organises workshops/briefing sessions/seminars for developmental activities at the colleges. Table 4.10 shows the results.

**Table 4.10**  
**People responsible for organising developmental activities**

People who organise developmental activities
Heads of departments
Management
Curriculum committee
Preset - In - set advisor
Vice Rector
External bodies (NGO's, Department of Education)

Table 4.10 shows that heads of departments play a vital role in organising developmental activities. Management and the Curriculum Committees also organise the developmental activities. College C is the only one that indicated that the Pre-set-In-set advisor (staff development co-ordinator) also organises some activities and it is the only college that has such a position among the three colleges. College A and B have some activities organised by NGO's and the department of education.



## 4.2.16. Problems encountered in the implementation of programmes (COTEP)

The question probed problems encountered in the implementation of new programmes (COTEP). Table 4.11 shows the responses in priority order.

**Table 4.11****Problems encountered in the implementation of programmes**

Nature of problem
- Lack of resources (financial and physical)
- No clear directives from department
- Having to work out things on short notice
- Conflicting messages (rationalisation, redeployment, change to FET) reduced morale
- Instability of staff (temporary staff)
- Philosophical orientation of new programmes
- Inability to break from content-driven programmes to outcomes
- Lack of motivation
- Lack of follow up e.g. monitoring
- Unsuitable lecture halls structures
- Insufficient guidance
- Difficulty of implementing new methods

Table 4.11 indicates that the problems identified by all heads of departments are lack of financial and physical resources, and conflicting messages that cause confusion (rationalisation, redeployment, change from Higher education band to further education band of the NQF), and reduced the morale of lecturers. Some of the heads of departments identified lack of clear directives, time constraints, instability of staff, inability to break from the past, lack of follow up and monitoring, unsuitable lecture halls, insufficient

guidance and difficulties of using new methods. While others mentioned lack of motivation and problems with the philosophical orientation of new programmes. The researcher interprets most problems as external factors that affect the implementation of the National Qualifications Framework. They do not indicate clearly the real issues indicated by the Norms and Standards for Teacher Educators which was brought into existence in order to align teacher education with the NQF, as well as new education legislation.

Since the interviews were not the only data collection method used, responses from the questionnaire may shed more light by identifying specific needs on the implementation of the NQF.

### **4.3 RESULTS OF THE QUESTIONNAIRE**

Since the data collected through the questionnaires consisted of units of analysis in the form of words coded numerically, the counting was done by computer. The researcher utilised the services of a skilled analyst who is trained in extracting common themes using software. Only the open questions were analysed by the researcher. Below, the results of the questionnaire responses are reflected in tables. The explanation of the tables is followed by interpretation.

#### **4.3.1 Section A : Demographic information**

##### **4.3.1(a) Colleges that responded to the questionnaire.**

The question probed the colleges to which the respondents belonged. The table below shows the responses:



**Table 4.12****Colleges that responded to the questionnaire**

	N	%
B	23	30,3
A	26	34,2
C	27	35,5
<b>TOTAL</b>	<b>76</b>	<b>100,0</b>

Table 4.12 shows that 30,3% of the respondents were from college B, 34,2% from college A and 35,5% from college C (23 + 26 + 27). The total number of responses were 76 (69%) of 110.

The researchers had sent out 110 questionnaires distributed as follows: College A = 35, College B = 45, College C = 30. From all the colleges, more than 57% of the questionnaires were returned. The researcher believes that the size of the sample is representative of the population as larger samples do not necessarily yield better results (Mulder, 1982 : 59)

**4.3.1(b) Qualifications of respondents**

The question probed qualifications of respondents. The question was asked to find out the levels of knowledge as well as expected skills e.g. it is believed that lecturers who hold first degrees do not have the same skills of research as those who hold masters and doctoral degrees. The table below show the responses.

Table 4.13

Qualifications of respondents

	B		A		C		Total	
	N	%	N	%	N	%	N	%
First degree	7	30,4	13	50,0	11	40,7	31	40,8
Honours degree	11	47,8	11	42,3	8	29,6	30	39,5
Masters degree	4	17,4	0	0,0	7	25,9	11	14,5
Doctorate	0	0,0	0	0,0	1	3,7	1	1,3
Diploma	1	4,4	1	3,9	0	0,0	2	2,6
No response	0	0,0	1	3,9	0	0,0	1	1,3
TOTAL	23	100,0	26	100,0	27	100,0	76	100,0

Table 4.13 reflects that 40,8% of the respondents had a first degree only, 39,5% had honours degrees, 14,5% had masters degrees, 1,3 had a doctorate, 2,6% of the respondents had diplomas only, and 1,3% did not indicate their qualifications.

4.3.1 (c) Positions held by respondents

The question probed the positions held by respondents. Table 4.14 indicates the responses.

Table 4.14

Positions held by respondents

	B		A		C		Total	
	N	%	N	%	N	%	N	%
Rector	0	0,0	0	0,0	0	0,0	0	0,0
Vice-rector	0	0,0	0	0,0	1	3,7	1	1,3
Head of Department	1	4,4	1	3,9	3	11,1	5	6,6
Senior lecturer	1	4,4	0	0,0	0	0,0	1	1,3
Lecturer	21	91,2	24	92,2	21	77,8	66	86,8
Librarian	0	0,0	1	3,9	2	7,4	3	4,0
TOTAL	23	100,0	26	100,0	27	100,0	76	100,0



From table 4.14, it is indicated that 86,8% of the respondents were lecturers, 1,3% senior lectures, 6,6% heads of departments, 1,3% vice rectors and 4,0% librarians. This indicates that the questionnaires were distributed to all categories of staff at the colleges. However, the majority of respondents were lecturers. From the onset, the researcher specifically targeted the lecturers because they are the ones who should design new programmes to implement the NQF. Secondly, the heads of departments were interviewed.

#### 4.3.1 (d) Years of experience in the post

The question probed the years of experience of respondents in the posts they occupy. Table 4.15 shows the results.

**Table 4.15**

#### **Years of experience in the post**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
0 to 5 years	1	4,4	4	15,4	6	22,2	11	14,5
6 to 10 years	18	78,3	17	65,4	15	55,6	50	65,7
11 to 15 years	3	13,0	5	19,2	2	7,4	10	13,2
16 to 20 years	0	0,0	0	0,0	4	14,8	4	5,3
More than 20 years	1	4,4	0	0,0	0	0,0	1	1,3
<b>TOTAL</b>	<b>23</b>	<b>100,0</b>	<b>26</b>	<b>100,0</b>	<b>27</b>	<b>100,0</b>	<b>76</b>	<b>100</b>

65,7% of the respondents had 6 – 10 years experience in teaching, 14,5% had 0 – 5 years experience, 13,2% had 11 – 15 years, 5,3% had 16 – 20 years experience and 1,3 had more than 20 years teaching experience. This indicates that most of the lecturers have between 6 – 10 years teaching experience, which reflects that most of them have little experience. Experience is regarded as a rich resource which affects self-directedness in adults. It also plays a significant role in the process of mutual inquiry when facilitating learning. Lecturers who lack it often resort to transmitting knowledge, and evaluating student's conformity to it (Knowles, 1990:31).

#### 4.3.1(e) Enrolment for further studies; and the nature of studies registered for.

The questions probed whether respondents are enrolled for further studies, and the nature of the studies they have enrolled for. Table 4.16 shows the responses to the question on furthering studies, while the responses for the question on the nature of studies were an open question (see questionnaire).

**Table 4.16**

#### **Enrolment for further studies; and the nature of studies registered for**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>Yes</b>	4	17,4	13	50,0	15	55,6	32	42,1
<b>No</b>	19	82,6	13	50,0	12	44,4	44	57,9
<b>TOTAL</b>	23	100,0	26	100,0	27	100,0	76	100,0

42,1% (32) respondents indicated that they have enrolled for further studies, while 44 (57,9%) indicated that they have not. From those who indicated that they furthering their studies, 25% indicated that they were busy with honours degrees in subjects that they are teach. Of the other respondents 17,8% indicated that they were studying Economic and Management Sciences, Psychology, Theology, Business Education, Administrative Management, Human Resource, Computer Literacy course, courses in Technology, courses in Labour relations and Law. The 17,8% respondents were deviating from the degrees and diplomas that they had passed since their studies are not related to the courses they teach. However, it is appreciated that they have seized the opportunity to educate themselves on the job. This will impact on their success as practitioners of their profession (Knowles, 1990:32-38)



#### 4.3.1 (f) Subjects that respondents teach

The question probed the subjects that respondents were teaching. Table 4.17 indicated the responses.

**Table 4.17**

#### **Subjects that respondents teach**

<b>Subjects</b>	<b>N</b>	<b>%</b>
<b>Biology</b>	<b>8</b>	<b>10,5%</b>
<b>Computer Science</b>	<b>10</b>	<b>13,1%</b>
<b>English</b>	<b>10</b>	<b>13,1%</b>
<b>Mathematics</b>	<b>12</b>	<b>15,7%</b>
<b>N. Sotho</b>	<b>3</b>	<b>3,9%</b>
<b>Physics</b>	<b>7</b>	<b>9,2%</b>
<b>Science Education</b>	<b>2</b>	<b>2,6%</b>
<b>Education and Social Management</b>	<b>10</b>	<b>13,1%</b>
<b>Technology</b>	<b>4</b>	<b>5,2%</b>
<b>Librarianship</b>	<b>3</b>	<b>3,9%</b>
<b>History</b>	<b>3</b>	<b>3,9%</b>
<b>Geography</b>	<b>5</b>	<b>6,6%</b>

Table 4.17 reflects the various subjects that the respondents were teaching, the number of lecturers teaching the subjects, and the percentages. The question was asked to find out whether the subjects taught are named according to the Norms and Standards, reflecting the 12 fields of study of the NQF.

The interpretation of the table is that in the colleges, subjects are still considered; that is, fields of the NQF are not utilised, e.g. History and Geography are not yet considered as social sciences, N. Sotho and English were not considered as language and

communication studies. (Committee on the Revision of Norms and Standards for Teacher Education, 1997 : 31).

4.3.1 (g) Gender of the respondents

The question prompted the gender of respondents. Table 4.18 reflects the responses.

Table 4.18

Gender of the respondents

	B		A		C		Total	
	N	%	N	%	N	%	N	%
Male	7	30,4	17	65,4	14	51,9	38	50,0
Female	16	69,6	9	34,6	13	48,2	38	50,0
TOTAL	23	100,0	26	100,0	27	100,0	76	100,0

Table 4.18 shows that 50% (38) of the respondents were male and 50% (38) were female. The distribution per college is also indicated. This shows that males and females had equal changes of responding to the questionnaire (no gender bias). This reflects a deviation from the belief that male staff members were in the majority in higher education institutions.

4.3.1 (h) Age categories of the respondents

The question prompted the age categories of the respondents. Table 4.19 provides an indication of the age categories.



**Table 4.19****Age categories of respondents**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
24 years and younger	0	0,0	0	0,0	1	3,7	1	1,3
25 to 29 years	2	8,7	0	0,0	3	11,1	5	6,6
30 to 34 years	4	17,4	10	38,5	8	29,6	22	29,0
35 to 39 years	7	30,4	8	30,8	6	22,2	21	27,6
40 to 44 years	6	26,1	6	23,1	5	18,5	17	22,4
45 to 49 years	1	4,4	0	0,0	3	11,1	4	5,3
50 to 54 years	2	8,7	2	7,7	0	0,0	4	5,3
55 to 60 years	0	0,0	0	0,0	0	0,0	0	0,0
61 years and older	1	4,4	0	0,0	1	3,7	2	2,6
<b>TOTAL</b>	<b>23</b>	<b>100,0</b>	<b>26</b>	<b>100,0</b>	<b>27</b>	<b>100,0</b>	<b>76</b>	<b>100,0</b>

Table 4.19 shows that most of the respondents were between the age categories of 30 – 44. This shows that most staff members were still young. Their ages also correlate with their teaching experience (most of them have between 6 – 10 years). When writing about adult learning and time perception, Knowles (1990 : 153) holds that middle class adults (ages below 50) do not seriously question their ability to take part in activities requiring new learning (staff development). But after 50 years, they resume a life of systematic inquiry. Most of the respondents have not reached a stage of systematic enquiry according to these responses. This may affect their implementation of NQF negatively.

This section provided demographic information of the respondents. It showed the colleges to which respondents are attached, their qualifications, years of experience in teaching, ages, gender, whether they keep abreast with developments in education through further studies and the nature of the studies they enrolled for. From this information, some of the accounts that were given (results of the various sections) in the subsequent sections were authenticated, for example, it can be understood why some of

the respondents do not engage in personal research according to Section C : e - (vii). In the accounts given about the implementation of the NQF, at the various colleges, the frequency of choice of the various items permitted surface generalisations about participants as groups (e.g. college A, B or C). The group accounts could also be compared.

### 4.3.2 SECTION B: STAFF DEVELOPMENT AND RELATED ACTIVITIES

#### 4.3.2 (a) Presence of staff development policies

The question aimed at finding out whether colleges have staff development policies. Table 4.20 show the responses.

**Table 4.20**

#### **Presence of staff development policies**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>Yes</b>	0	0,0	3	11,5	19	70,4	22	29,0
<b>No</b>	19	82,6	21	80,8	3	11,1	43	56,6
<b>Don't know</b>	0	0,0	0	0,0	3	11,1	3	4,0
<b>Uncertain</b>	4	17,4	2	7,7	1	3,7	7	9,2
<b>No response</b>	0	0,0	0	0,0	1	3,7	1	1,3
<b>TOTAL</b>	23	100,0	26	100,0	27	100,0	76	100,0

Table 4.20 shows that college C has a staff development policy even if other lecturers were not knowledgeable about it. College A and B probably did not have staff development policies.



The interpretation of the responses is that staff development in some colleges was well organised and is governed by a policy. In those colleges, however, there were lecturers who are uncertain about the existence of the policy. In some colleges, staff development was not guided by policy. There was no clear organisation of activities and this could impact on the effectiveness of such programmes according to paragraph 2.5.

#### 4.3.1 (b) Staff development units, committees and organisers of staff development

The questions asked whether colleges had staff development units, staff development committees, and also who organised staff development for the colleges. The tables 4.21, 4.22 and 4.23 reflect the responses.

**Table 4.21**

#### **Staff development units**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
Yes	1	4,3	2	7,7	15	55,6	18	23,7
No	20	87,0	21	80,8	8	29,6	49	64,5
Don't know	0	0,0	1	3,8	1	3,7	2	2,6
Uncertain	2	8,7	2	7,7	2	7,4	6	7,9
No response	0	0,0	0	0,0	1	3,7	1	1,3
TOTAL	23	100,0	26	100,0	27	100,0	76	100,0

**Table 4.22****Staff development committees**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
Yes	3	13,0	5	19,2	10	37,0	18	23,7
No	18	78,3	20	76,9	9	33,3	47	61,9
Don't know	1	4,4	0	0,0	5	18,5	6	7,9
Uncertain	1	4,4	1	3,9	2	7,4	4	5,3
No response	0	0,0	0	0,0	1	3,7	1	1,3
<b>TOTAL</b>	<b>23</b>	<b>100,0</b>	<b>26</b>	<b>100,0</b>	<b>27</b>	<b>100,0</b>	<b>76</b>	<b>100,0</b>

**Table 4.23****Staff development Organisers**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
Rector	1	4,4	2	7,7	0	0,0	3	4,0
Vice-rector	1	4,4	2	7,7	19	70,4	22	24,0
Head of Department	4	17,4	0	0,0	1	3,7	5	6,6
Senior lecturer	0	0,0	0	0,0	1	3,7	1	1,2
Lecturer	0	0,0	1	3,9	1	3,7	2	2,6
No response	17	73,9	21	80,8	5	18,5	43	56,6
<b>TOTAL</b>	<b>23</b>	<b>100,0</b>	<b>26</b>	<b>100,0</b>	<b>27</b>	<b>100,0</b>	<b>76</b>	<b>100,0</b>

Table 4.21 and 4.22 show that college A and B had neither staff development units nor committees, whereas college A had a unit even if few staff members are not aware of its existence. Table 4.23 indicates that in college A, the rector organised some staff development activities, college B had the rector and vice rector organising some activities, and the heads of departments organising others. College C had the vice rector as the main organiser of staff development activities and the heads of departments organising a few. Table 4.23 also shows that most lecturers at college A and B did not respond to the question.



The interpretation of the above is that where there is no clear policies, some staff members may not know of the existence of certain structures meant for their developmental activities. This provides a reflection of the climate in these institutions. Institutions neglect critical forms of communicating knowledge, research, teaching and professional development, and this affects the implementation of change. Paragraph 2.5 of chapter 2 gives an indication of the significance of these issues in implementing change.

#### 4.3.2 (c) Source of information for staff development programmes.

The question establishes where the organisers of staff development get information about what to put his/her programmes. Table 4.24 indicates the responses.

**Table 4.24**

#### **Source of information for staff development programmes.**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>(a) She (he) sends out a need analysis list</b>								
Yes	2	8,7	2	7,7	12	44,4	16	21,1
No	3	13,0	3	11,5	1	3,7	7	9,2
Don't know /Uncertain	9	39,1	0	0,0	4	14,8	13	17,1
No response	9	39,1	21	80,8	10	37,0	40	52,6
<b>(b) Depend on the needs of the moment</b>								
Yes	5	21,7	4	15,4	9	33,3	18	23,7
No	3	13,0	2	7,7	1	3,7	6	7,9
Don't know /Uncertain	7	30,4	0	0,0	5	18,5	12	15,8
No response	8	34,8	20	76,9	12	44,4	40	52,6
<b>(c) Ask for inputs from staff on what to include on the programme</b>								
Yes	3	13,0	6	23,1	12	44,4	21	27,6
No	5	21,7	1	3,9	0	0,0	6	7,9
Don't know /Uncertain	6	26,1	0	0,0	4	14,8	10	13,2
No response	9	25,1	19	73,1	11	40,7	39	51,3
<b>(d) Depend on the department of education to give directives</b>								
Yes	2	8,7	3	11,5	1	3,7	6	7,9
No	2	8,7	3	11,5	6	22,2	11	14,5
Don't know /Uncertain	10	43,5	0	0,0	3	11,1	13	17,1
No response	9	39,2	20	76,9	17	63,0	46	60,5

Table 4.24 shows that college A, 80,8% respondents did not respond to the question and gave no alternative means used either than those shown on the table. College B generally responded that they were uncertain whereas 39,1% did not respond to the question at all. College C indicated that needs analysis lists were circulated, the needs of the moment were considered and on few occasions, inputs from staff are requested concerning staff development. Staff in all the colleges were uncertain whether developmental directives were considered in their developmental programmes. Respondents did not give other alternatives to the information given above.

The interpretation of the responses is that most lecturers do not know where the information about what to put in staff development programmes originated from, and there was no consultation between the organisers of staff development and lecturers. This impacts on the usefulness of the programmes according to paragraph 2.5.

#### **4.3.2 (d) Identification of participants for staff development activities.**

The question probed how organisers determine who should attend staff development activities. Table 4.25 indicates the responses.



**Table 4.25****Identification of participants for staff development activities**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>(a) Use the lists of identified needs to advertise</b>								
Yes	3	13,0	1	3,9	2	7,4	6	7,9
No	3	13,0	2	7,7	1	3,7	6	7,9
Don't know /Uncertain	7	30,4	1	3,9	5	18,5	13	17,1
No response	10	43,5	22	84,6	19	70,4	51	67,1
<b>(b) It is compulsory for all to attend</b>								
Yes	2	8,7	4	15,4	25	92,6	31	40,8
No	4	17,4	2	7,7	0	0,0	6	7,9
Don't know /Uncertain	7	30,4	0	0,0	1	3,7	8	10,5
No response	10	43,5	20	76,9	1	3,7	31	40,8
<b>(c) Only interested staff members attend</b>								
Yes	1	4,4	3	11,5	0	0,0	4	5,3
No	6	26,1	2	7,7	7	25,9	15	17,7
Don't know /Uncertain	6	26,1	0	0,0	2	7,4	8	10,5
No response	10	43,5	21	80,8	18	36,7	49	64,5
<b>(d) Use appraisal reports to identify the target populations</b>								
Yes	1	4,4	2	7,7	0	0,0	3	4,0
No	4	17,4	2	7,7	5	18,5	11	14,5
Don't know /Uncertain	8	34,8	0	0,0	4	14,8	12	15,8
No response	10	43,5	22	84,6	18	66,7	50	65,8

Table 4.25 indicates that 67,1% did not respond to the alternative (a) whether the lists of needs identified were used to advertise the activities. College C said it was compulsory to attend the activities (92,6%) whereas in college A 76,9% did not respond to the alternative. In college A, 80,8% did not respond to the alternative (c), that only interested members attended, and alternative (d), that holds that appraisal reports were used to identify the target population. None of the colleges had an alternative that was not mentioned (e). Respondents did not give alternative information to questions on the table above.

The interpretation is that staff members were not aware how it was determined who should attend developmental activities. They find themselves having to attend, or left out whether they need the activities on the programmes or not.

#### 4.3.2 (e) Identification of people who compiled staff development policies at colleges, whether respondents made inputs towards its implementation, and whether they took part in the production of the policies.

The questions probed who developed the staff development policy, whether respondents made inputs towards its implementation, and whether they received training in the production of the policy. Table 4.26 a, b, and c indicates the responses.

**Table 4.26 a**

**People who compiled the staff development policies at colleges.**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
Rector	2	8,7	1	3,9	2	7,4	5	6,6
Vice-rector	0	0,0	0	0,0	14	51,9	14	18,4
Head of Department	0	0,0	0	0,0	0	0,0	0	0,0
Senior lecturer	0	0,0	0	0,0	0	0,0	0	0,0
Lecturer	0	0,0	2	7,7	0	0,0	2	2,6
Other	0	0,0	1	3,9	0	0,0	1	1,3
No response	21	91,3	22	84,6	11	40,7	54	71,1
<b>TOTAL</b>	<b>23</b>	<b>100,0</b>	<b>26</b>	<b>100,0</b>	<b>27</b>	<b>100,0</b>	<b>76</b>	<b>100,0</b>

**Table 4.26 b**

**Did you make any inputs towards its implementation?**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
Yes	0	0,0	4	15,4	7	25,9	11	14,5
No	9	39,1	6	23,1	17	63,0	32	42,1
Don't know	0	0,0	0	0,0	0	0,0	0	0,0
Uncertain	0	0,0	0	0,0	0	0,0	0	0,0
No response	14	60,9	16	61,5	3	11,1	33	43,4
<b>TOTAL</b>	<b>23</b>	<b>100,0</b>	<b>26</b>	<b>100,0</b>	<b>27</b>	<b>100,0</b>	<b>76</b>	<b>100,0</b>



**Table 4.26 c****Did you do any training in the production of the staff development policy**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
Yes	0	0,0	2	7,7	6	22,2	8	10,5
No	9	39,1	8	30,8	16	59,3	33	43,4
Don't know	0	0,0	0	0,0	1	3,7	1	1,3
Uncertain	0	0,0	0	0,0	0	0,0	0	0,0
No response	14	60,9	16	61,5	4	14,8	34	44,7
TOTAL	23	100,0	26	100,0	27	100,0	76	100,0

Table 4.26 (a) shows that in college A 8,7% and B, 3,9% believed that the rector produced the document, whereas 91,3% and 84,6% did not responded to the question. In college C, 51,9% held that the vice-rector developed the document.

Table 4.26 (b) shows that in college B, 39,1% did not make inputs while 60,9% did not respond to the question. College A has 15,4% of the staff making inputs, 23,1% made inputs and 61,5% refrained from responding. In college C 25,9% made inputs, 63% made no inputs and 11,1% refrained from responding.

Table 4.26 (c) shows that in college B, no one received training in the production of the policy document, 61,5% did not respond to the question. In college A, 7,7% received training, 30,8% did not receive training and 61,5% did not respond to the question. In college C, 22,2% received training, 59,3% did not receive training and 14,8% did not respond.

The interpretation of the results is that some colleges did not have a staff development policy because they received no training in the production of such a document. In those colleges, where some staff members received training, the skill was not passed on to others (cascading of information after training). There is evidence of poor consultation

in those colleges where policies exist. 63% of staff did not make input towards the implementation of the policy and 59% did not receive training.

4.3.2 (f) Attendance of staff development courses and their venues.

The questions probed whether respondents have ever attended staff development courses, where the activities were held, and whether they participated in identifying needs for programmes. Tables 4.23 (a), (b) and (c) show the responses.

Table 4.27 a

Attendance of staff development courses

	B		A		C		Total	
	N	%	N	%	N	%	N	%
Yes	16	69,6	11	42,3	18	66,7	45	59,2
No	6	26,1	12	46,2	7	25,9	25	32,9
Uncertain	0	0,0	1	3,9	1	3,7	2	2,6
No response	1	4,4	2	7,7	1	3,7	4	5,3
TOTAL	23	100,0	26	100,0	27	100,0	76	100,0

Table 4.27 b

Venues for staff development courses

	B		A		C		Total	
	N	%	N	%	N	%	N	%
On campus	8	34,8	4	15,4	11	40,7	23	30,3
Off campus	3	13,0	5	19,2	3	11,1	11	14,5
Both	5	21,7	2	7,7	5	18,5	12	15,8
No response	7	30,4	15	57,7	8	29,6	30	39,5
TOTAL	23	100,0	26	100,0	27	100,0	76	100,0



**Table 4.27 c****Participation in needs identification for the staff development activities**

	<b>B</b>		<b>A</b>		<b>C</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
<b>Yes</b>	2	8,7	5	19,2	10	37,0	17	33,4
<b>No</b>	16	69,6	12	46,2	14	51,9	42	55,3
<b>Don't know</b>	0	0,0	0	0,0	1	3,7	1	1,3
<b>Uncertain</b>	0	0,0	0	0,0	0	0,0	0	0,0
<b>No response</b>	5	21,7	9	34,6	2	7,4	16	21,1
<b>TOTAL</b>	23	100,0	26	100,0	27	100,0	76	100,0

Table 4.27 (a) shows that 59,2% of all staff members at the colleges attended staff development courses, 32,9% never attended, 2,6% were uncertain, 5% did not respond.

Table 4.27 (b) shows that 30,3% of staff development courses were held on campus, 14,5% off campus and 39,5% did not respond to the question.

Table 4.27 (c) shows that 33,4% participated in needs identification for staff development programmes, 55,3% did not, and 21,1% did not respond to the question.

Although tables 4.27 (a, b and c) indicate responses separately, they are common in theme. As a result, their responses are interpreted together according to par. 3.6. The interpretation of the three tables is, that even if staff development courses were held, not all staff members get a chance to attend the courses, even when they were held on campus. It is possible that staff development courses were not advertised sufficiently since 33,4% of the lecturers participated in needs identification, 53,3% did not identify needs they do not know what the programmes are about.

### 4.3.2 (g) Opinions about activities that were on the staff development programmes

The question probed the respondent's opinion about activities that were in the staff development programmes. Table 4.28 shows the results.

**Table 4.28**

#### Opinion about activities that were on the staff development programmes

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>(a) They were very informative</b>								
Yes	15	65,2	7	26,9	18	66,7	40	52,6
No	0	0,0	2	7,7	1	3,7	3	4,0
Uncertain/Don't know	0	0,0	0	0,0	1	3,7	1	1,3
No response	8	34,8	17	65,4	7	25,9	32	42,1
<b>(b) They were theoretical</b>								
Yes	0	0,0	2	7,7	6	22,2	8	10,5
No	11	47,8	5	19,2	3	11,1	19	25,0
Uncertain/Don't know	3	13,0	0	0,0	4	14,8	7	9,2
No response	9	39,1	19	73,1	14	51,9	42	55,3
<b>(c) They were relevant</b>								
Yes	14	60,9	7	26,9	12	44,4	33	43,4
No	0	0,0	2	7,7	1	3,7	3	4,0
Uncertain/Don't know	1	4,4	1	3,9	4	14,8	6	7,9
No response	8	34,8	16	61,5	10	37,0	34	44,7
<b>(d) They were elementary</b>								
Yes	0	0,0	2	7,7	5	18,5	7	9,2
No	11	47,8	3	11,5	3	11,1	17	22,4
Uncertain/Don't know	3	13,0	1	3,9	3	11,1	7	9,2
No response	9	39,1	20	76,9	16	59,3	45	59,2

Table 4.28 indicates that 52,6% of the activities were informative, 10,5% were theoretical, 43,4% were relevant, 9,2% were elementary. No other category was given besides the above four. No respondent gave alternative responses requested on the table.

The interpretation hereof is, that since lecturers did not participate in the identification of needs (according to table 4.27), they cannot give a clear opinion on the activities of the



staff development programmes. This gives an account for the high levels of no responses for the alternatives (b), (c) and (d). Respondents could also not give alternative opinions on the nature of the programmes.

From section B, accounts of staff development practices at colleges A, B and C were gathered. From those accounts, it can be said that the colleges do not have well organised staff development activities. Lack of policy on how to run staff development suggests that the activities were arranged incidentally. Lack of units and/or committees to ensure the smooth running of the activities and lack of knowledge of who organised staff development activities indicate that staff development was only thought of when a need arise. The level of uncertainty about who is responsible for which part of staff development, as well as the high rate of no responses to aspects of staff development indicate that there is a great need for information on how to organize staff development.

#### **4.3.3 SECTION C: AWARENESS AND INVOLVEMENT IN TRANSFORMATION**

The questions established the awareness and involvement of respondents in transformation brought about by the NQF. Table 4.29 shows the responses.

Table 4.29

**The extent of awareness and involvement in transformation according to the  
National Qualifications Framework**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
(a) To what extent has the Education Department kept your college up to date about the National Qualifications Framework (NQF)?								
To a very large/large extent	11	47,8	8	30,8	3	11,1	22	29,0
Uncertain/Don't know	1	4,4	1	3,9	10	37,0	12	15,8
To a small extent/Not at all	10	43,5	17	65,4	14	51,9	40	52,6
No response	1	4,4	0	0,0	1	3,7	2	2,6
(b) To what extent did your college keep you up to date about NQF developments?								
To a very large/large extent	13	56,5	11	42,3	13	48,2	37	48,7
Uncertain/Don't know	0	0,0	1	3,9	6	22,2	7	9,2
To a small extent/Not at all	9	39,1	14	53,9	8	29,6	31	40,8
No response	1	4,4	0	0,0	0	0,0	1	1,3
(c) To what extent are you informed about the Norms and Standards of Teacher Education (COTEP I)								
To a very large/large extent	20	87,0	17	65,4	9	33,3	46	60,5
Uncertain/Don't know	0	0,0	1	3,9	6	22,2	7	9,2
To a small extent/Not at all	2	8,7	8	30,8	11	40,7	21	27,6
No response	1	4,4	0	0,0	1	3,7	2	2,6
(d) To what extent are you informed about the revised Norms and Standards of Teacher Education (COTEP II)								
To a very large/large extent	3	17,7	10	38,5	9	33,3	22	29,0
Uncertain/Don't know	1	4,4	1	3,9	8	29,6	10	13,2
To a small extent/Not at all	18	78,3	15	57,7	9	33,3	42	55,3
No response	1	4,4	0	0,0	1	3,7	2	2,6
(e) To what extent did you receive information on the NQF, Norms and Standards in the following ways?								
(i) Circular letters								
To a very large/large extent	8	34,8	13	50,0	6	22,2	27	35,5
Uncertain/Don't know	2	8,7	1	3,9	3	11,1	6	7,9
To a small extent/Not at all	12	52,2	12	46,2	16	59,3	40	52,6
No response	1	4,4	0	0,0	2	7,4	3	4,0
(ii) Subject advisors								
To a very large/large extent	3	17,7	0	0,0	1	3,7	4	5,3
Uncertain/Don't know	1	4,4	2	7,7	5	18,5	8	10,5
To a small extent/Not at all	17	73,9	21	80,8	16	59,3	54	71,1
No response	2	8,7	3	11,5	5	18,5	10	13,2



	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>(iii) Education unions</b>								
To a very large/large extent	4	17,4	1	3,9	1	3,7	6	7,9
Uncertain/Don't know	0	0,0	2	7,7	5	18,5	7	9,2
To a small extent/Not at all	17	73,9	19	73,1	15	55,6	51	67,1
No response	2	8,7	4	15,4	6	22,2	12	15,8
<b>(iv) Other tertiary education institutions</b>								
To a very large/large extent	10	43,5	5	19,2	3	11,1	18	23,7
Uncertain/Don't know	1	4,4	3	11,5	5	18,5	9	11,8
To a small extent/Not at all	10	43,5	16	61,5	15	55,6	41	53,9
No response	2	8,7	2	7,7	4	14,8	8	10,5
<b>(v) Peer consultation</b>								
To a very large/large extent	11	47,8	9	34,6	7	25,9	27	35,5
Uncertain/Don't know	1	4,4	3	11,5	5	18,5	9	11,8
To a small extent/Not at all	9	39,1	10	38,8	12	44,4	31	40,8
No response	2	8,7	4	15,4	3	11,1	9	11,8
<b>(vi) Media (TV, newspapers, magazine, radio)</b>								
To a very large/large extent	2	8,7	3	11,5	5	18,5	10	13,2
Uncertain/Don't know	6	26,1	8	30,8	6	22,2	20	26,3
To a small extent/Not at all	4	17,4	2	7,7	6	22,2	26	34,2
No response	11	47,1	13	50,0	10	37,0	34	44,7
<b>(vii) Research on NQF</b>								
To a very large/large extent	2	8,7	3	11,5	2	7,4	7	9,2
Uncertain/Don't know	2	8,7	1	3,9	10	37,0	13	17,1
To a small extent/Not at all	17	73,9	19	73,1	11	40,7	47	61,8
No response	2	8,7	3	11,5	4	14,8	9	11,8
<b>(viii) Research on COTEP I and II</b>								
To a very large/large extent	2	8,7	3	11,5	3	11,1	8	10,5
Uncertain/Don't know	2	8,7	2	7,7	10	37,0	14	18,4
To a small extent/Not at all	17	73,9	18	69,2	9	33,3	34	44,7
No response	2	8,7	3	11,5	5	18,5	10	13,2
<b>(ix) Personal further studies</b>								
To a very large/large extent	7	30,4	4	15,4	9	33,3	20	26,3
Uncertain/Don't know	1	4,4	2	7,7	4	14,8	7	9,2
To a small extent/Not at all	13	56,5	17	65,4	8	29,6	38	50,0
No response	2	8,7	3	11,5	6	22,2	11	14,5
<b>(f) To what extent have you contributed to the dissemination of information about NQF to your students?</b>								
To a very large/large extent	1	4,4	4	15,4	7	25,9	13	17,1
Uncertain/Don't know	2	8,7	3	11,5	3	11,1	8	10,5
To a small extent/Not at all	19	82,6	19	73,1	14	51,9	52	68,4
No response	1	4,4	0	0,0	2	7,4	3	4,0

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>(g) To what extent have you contributed to making colleagues aware of NQF</b>								
To a very large/large extent	2	8,7	3	11,5	5	18,5	10	13,2
Uncertain/Don't know	1	4,4	1	4,4	3	11,1	5	6,6
To a small extent/Not at all	18	78,3	22	84,6	16	59,3	56	73,7
No response	2	8,7	0	0,0	3	11,1	5	6,6
Uncertain/Don't know	0	0,0	2	7,7	2	7,4	4	5,3
To a small extent/Not at all	19	82,6	22	84,6	21	77,8	62	81,6
No response	1	4,4	0	0,0	2	7,4	3	4,0
<b>(i) To what extent have you involved your students in COTEP</b>								
To a very large/large extent	9	39,1	11	42,3	4	14,8	24	31,6
Uncertain/Don't know	0	0,0	0	0,0	3	11,1	3	4,0
To a small extent/Not at all	13	56,5	15	57,7	19	73,1	47	61,8
No response	1	4,4	0	0,0	1	3,7	2	2,6

- (a) Table 4.30 shows that the Department of Education (Provincial) did not keep colleges equally informed about the NQF. 29% were largely informed, 15,8% did not know, 52,6% were informed to a small extent/not at all while 2,6% did not respond.
- (b) On the other hand, colleges kept their staff members updated about NQF developments by 48,7%, while 40,8% did so to a small extent/not at all. 9,2% is uncertain of how much the colleges did.
- (c) 60,5% of respondents indicated that they were largely informed about COTEP1. 2,6% said they were informed to a small extent/not at all, 9,2% did not know the extend to which they were informed, 27,6% did not respond.
- (d) 29% were largely informed about the revised Norms and Standards of Teacher Education, 13,2% were uncertain, 55,3% were informed to a small extent/not at all and 2,6% did not respond.



(e) (i). 35,5% of colleges used circulars and letters to a large extent. 7,9% were uncertain, 52,6% mentioned that circular letters were used to a small extent/not at all while 4,0% did not respond.

(ii). 5,3% of colleges received information from subject advisors to a large extent, 10,5% is uncertain, 71,1% did not receive information from subject advisors at all/to a small extent, 13,2% did not respond.

(iii). 7,9% received information from unions to a large extent, 9,2% were uncertain, 67,1% did not receive information from unions at all/to a small extent, 15,8% did not respond.

(iv). 23,7% of colleges received information from other tertiary education institutions, 11,8% were uncertain, 53,9% received information from other institutions to a small extent/not at all, while 10,5% did not respond.

(v). 35,5% received information through peer consultation, 11,8% were uncertain, 40,8% received information from peers to a small extent/not at all, 11,8% did not respond.

(vi). 13,2% of colleges received information from the media (TV, newspapers, radio), 26,3% were uncertain, 34,2% received information from the media to a small extent/not at all, 44,7% did not respond.

(vii). 9,2% of colleges received information from research on the NQF, 17,1% were uncertain, 61,8% received information from research on the NQF to a small extent/not at all, 11,8% did not respond.

(viii). 10,5% received information from research on COTEP 1 and 2 to a large

extent, 18,4% were uncertain, 44,7% received information from research on COTEP to a small extent/not at all, 13,2% did not respond.

(ix) 26,3% received information through personal study, 9,2% were uncertain, 50,0% did not receive information from personal studies at all/to a small extent, 14,5% did not respond.

(f) 17,1% of lecturers informed students about the NQF to a large extent, 10,5% were uncertain, 68,4% to a small extent/not at all and 4,0% did not respond.

(g) 13,2% have contributed to making colleagues aware of the NQF, 6,6% were uncertain, 73,7% to a small extent/not at all and 6,6% did not respond.

(h) 9,2% participated in debates that went on before the NQF was declared policy, 5,3% were uncertain, 81,6% not at all, 4% did not respond.

(i) 31,6% involved students in COTEP, 4,0% were uncertain, 61,8% to a small extent/not at all, 2,6% did not respond.

The interpretation of the table is that the provincial department of Education should have taken more pains to ensure that the information about the NQF and COTEP was well distributed among teacher educators as they are offered different types of qualifications. Although the colleges tried to inform the staff members about the NQF and COTEP, some lecturers did not receive the information. However, colleges could have devised means to ensure that all staff members were kept informed. Staff could not implement change if they were not well informed about what had to change, how and why the change was introduced.



Circular letters, advisors, education unions, other institutions, media and peer consultation as means through which awareness could be brought about, were not used effectively by colleges. Lecturers could have been encouraged, if they had information about the NQF and COTEP, to conduct research on how effective they could implement them.

Most of all colleges in the Northern Province have started with the implementation of COTEP, according to the observation of the researcher. However, information is not passed on to students and colleagues. A few lecturers took part in debates, but did not create the opportunity to inform students and colleagues about the debates. This shows that opportunities to engage in critical discourse were not utilised effectively. From table 4.29, the level of awareness and involvement is low. A question that now arises is how effective is the implementation of the National Qualifications Framework?

#### 4.3.4 (a) Section D1: The extent of familiarity with the content of the NQF

The section probed the extend to which the respondents were familiar with the contents of the National Qualifications Framework. Table 4.30 indicates the responses.

**Table 4.30**

#### **The extent of familiarity with the content of the National Qualifications Framework**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>1. South African Qualifications Authority</b>								
Exceptionally familiar/Familiar	11	47,8	19	73,1	17	63,0	47	61,8
Uncertain/Don't know	1	4,4	0	0,0	2	7,4	3	4,0
Hardly familiar/Not familiar	10	43,5	5	19,2	7	25,9	22	29,0

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>2. National Qualifications Structure</b>								
Exceptionally familiar/Familiar	10	43,5	17	65,4	17	63,0	44	57,9
Uncertain/Don't know	2	8,7	3	11,5	0	0,0	5	6,6
Hardly familiar/Not familiar	9	39,1	4	15,4	9	33,3	22	29,0
No response	2	8,7	2	8,7	1	3,7	5	6,8
<b>3. NQF Principles</b>								
Exceptionally familiar/Familiar	9	39,1	15	57,7	16	59,3	40	52,6
Uncertain/Don't know	2	8,7	3	11,5	3	11,1	8	10,5
Hardly familiar/Not familiar	10	43,5	5	19,2	7	25,9	22	29,0
No response	2	8,7	3	11,5	1	3,7	6	7,9
<b>4. NQF aims</b>								
Exceptionally familiar/Familiar	9	39,1	19	73,1	17	63,0	45	59,2
Uncertain/Don't know	1	4,4	1	3,9	1	3,7	3	4,0
Hardly familiar/Not familiar	11	47,8	3	11,5	7	25,9	21	27,6
No response	2	8,7	3	11,5	2	7,4	7	9,2
<b>5. NQF bands and levels</b>								
Exceptionally familiar/Familiar	8	34,8	17	65,4	15	55,6	40	52,6
Uncertain/Don't know	1	4,4	3	11,5	2	7,4	6	7,9
Hardly familiar/Not familiar	11	47,8	2	7,7	8	29,6	21	27,6
No response	3	13,0	4	15,4	2	7,4	9	11,8
<b>6. 12 fields of studies</b>								
Exceptionally familiar/Familiar	10	43,5	16	61,5	15	55,6	41	53,9
Uncertain/Don't know	2	8,7	2	7,7	3	11,1	7	9,2
Hardly familiar/Not familiar	9	39,1	5	19,2	8	29,6	22	29,0
No response	2	8,7	3	11,5	1	3,7	6	7,9
<b>7. Critical outcomes</b>								
Exceptionally familiar/Familiar	18	78,3	23	88,5	21	77,8	62	81,6
Uncertain/Don't know	1	4,4	0	0,0	2	7,4	3	4,0
Hardly familiar/Not familiar	4		1	3,9	3	11,1	8	10,5
No response	0	0,0	2	7,7	1	3,7	3	4,0
<b>8. Specific outcomes</b>								
Exceptionally familiar/Familiar	19	82,6	23	88,5	22	81,5	64	84,2
Uncertain/Don't know	1	4,4	0	0,0	1	3,7	2	2,6
Hardly familiar/Not familiar	3	13,0	1	3,9	3	11,1	7	9,2
No response	0	0,0	2	7,7	1	3,7	3	4,0
<b>9. Performance indicators</b>								
Exceptionally familiar/Familiar	19	82,6	17	65,4	21	77,8	56	73,7
Uncertain/Don't know	0	0,0	2	7,7	1	3,7	3	4,0
Hardly familiar/Not familiar	4	17,4	4	15,4	3	11,1	11	14,5
No response	0	0,0	3	11,5	2	7,4	5	6,6
<b>10. Assessment of outcomes</b>								
Exceptionally familiar/Familiar	20	87,0	19	73,1	21	77,8	60	78,9
Uncertain/Don't know	0	0,0	2	7,7	2	7,4	4	5,3
Hardly familiar/Not familiar	3	13,0	3	11,5	3	11,1	9	11,5
No response	0	0,0	2	7,7	1	3,7	3	4,0



	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>11. Unit standards</b>								
Uncertain/Don't know	3	13,0	6	23,1	8	29,6	17	22,4
Hardly familiar/Not familiar	11	47,8	7	26,9	3	11,1	21	27,6
No response	1	4,4	2	7,7	2	7,4	5	6,5
<b>12. Credit system</b>								
Exceptionally familiar/Familiar	7	30,4	13	50,0	12	44,4	32	42,1
Uncertain/Don't know	5	21,7	4	15,4	6	22,2	15	19,7
Hardly familiar/Not familiar	8	34,8	7	26,9	7	25,9	22	29,0
No response	3	13,0	2	7,7	2	7,4	7	9,2
<b>13. Curriculum design</b>								
Exceptionally familiar/Familiar	15	65,2	15	57,7	19	73,1	49	64,5
Uncertain/Don't know	2	8,7	3	11,5	3	11,1	8	10,5
Hardly familiar/Not familiar	6	26,1	6	23,1	4	14,8	16	21,1
No response	0	0,0	2	7,7	1	3,7	3	4,0
<b>14. Curriculum development</b>								
Exceptionally familiar/Familiar	16	69,6	18	69,2	20	76,9	54	71,1
Uncertain/Don't know	1	4,4	2	7,7	3	11,1	6	7,9
Hardly familiar/Not familiar	6	26,1	4	15,7	3	11,1	13	17,1
No response	0	0,0	2	7,7	1	3,7	3	4,0
<b>15. Quality assurance</b>								
Exceptionally familiar/Familiar	8	34,8	14	53,9	13	48,2	35	46,1
Uncertain/Don't know	3	13,0	4	15,4	4	14,8	11	14,5
Hardly familiar/Not familiar	11	47,1	4	15,4	8	29,6	23	30,3
No response	1	4,4	4	15,4	2	7,4	7	9,2
<b>16. Quality indicators</b>								
Exceptionally familiar/Familiar	6	26,1	12	46,2	13	48,2	31	40,8
Uncertain/Don't know	3	13,0	5	19,2	5	18,5	13	17,1
Hardly familiar/Not familiar	13	56,5	6	23,1	8	29,6	27	35,5
No response	1	4,4	3	11,5	1	3,7	5	6,6
<b>17. Governance of the NQF</b>								
Exceptionally familiar/Familiar	6	26,1	10	38,5	9	33,3	25	32,9
Uncertain/Don't know	1	4,4	8	30,8	7	25,9	16	21,1
Hardly familiar/Not familiar	13	56,5	5	19,2	10	37,0	28	36,8
No response	3	13,0	3	11,5	1	3,7	7	9,2
<b>18. Relationship between NQF and COTEP</b>								
Exceptionally familiar/Familiar	7	30,4	15	57,7	9	33,3	31	40,8
Uncertain/Don't know	2	8,7	5	19,2	8	29,6	15	19,7
Hardly familiar/Not familiar	13	56,5	4	15,4	7	25,9	24	31,6
No response	1	4,4	2	7,7	3	11,1	6	7,9
<b>19. Quality assessors</b>								
Exceptionally familiar/Familiar	6	26,1	8	30,8	9	33,3	22	29,0
Uncertain/Don't know	4	17,4	8	30,8	8	29,6	20	26,3
Hardly familiar/Not familiar	11	47,8	7	26,9	6	22,2	24	31,6
No response	2	8,7	3	11,5	4	14,8	9	11,8

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>20. Outcomes Based Education</b>								
Uncertain/Don't know	0	0,0	0	0,0	0	0,0	0	0,0
Hardly familiar/Not familiar	3	13,0	1	3,9	3	11,1	71	9,2
No response	0	0,0	2	7,7	1	3,7	3	4,0
<b>21. Recognition of prior learning</b>								
Exceptionally familiar/Familiar	11	47,8	18	69,2	20	76,9	49	64,5
Uncertain/Don't know	3	13,0	4	15,4	3	11,1	10	13,2
Hardly familiar/Not familiar	8	34,8	2	7,7	3	11,1	13	17,1
No response	1	4,4	2	7,7	1	3,7	4	5,3
<b>22. Selection and admission of students</b>								
Exceptionally familiar/Familiar	19	82,6	12	46,2	15	55,6	46	60,5
Uncertain/Don't know	0	0,0	3	11,5	3	11,1	6	7,9
Hardly familiar/Not familiar	3	13,0	9	34,6	8	29,6	20	26,3
No response	1	4,4	2	7,7	1	3,7	4	5,3

**Table 4.30 reflects the following:**

1. 61,8% of respondents were exceptionally familiar with the South African Qualifications Authority, 4% were not certain, 29,0% was hardly familiar and 5,3% did not respond.
2. 57,9% were exceptionally familiar with the National Qualifications Framework, 6,6% were uncertain, 29,0% were hardly familiar and 6,8% did not respond.
3. 52,6% were exceptionally familiar with the NQF principles, 10,5% were uncertain, 29,0% were not familiar, 7,9% did not respond.
4. 59,2% were exceptionally familiar with the NQF aims, 4,0% were uncertain, 27,6% hardly familiar and 9,2% did not respond.
5. 52,6% were exceptionally familiar with the NQF band and levels, 7,9% were uncertain, 27,6% were hardly familiar and 11,8% did not respond.



6. 53,9% were exceptionally familiar with the 12 fields of studies, 9,2% were uncertain, 29,0% were hardly familiar and 7,9% did not respond.
7. 81,6% were exceptionally familiar with critical outcomes, 4% were uncertain, 10,5% were hardly familiar and 4% did not respond.
8. 84,2% were exceptionally familiar with specific outcomes, 2,6% were uncertain, 9,2% were hardly familiar and 4% did not respond.
9. 73,7% were exceptionally familiar with performance indicators, 4% were uncertain, 14,5% were hardly familiar and 6,6% did not respond.
10. 78,9% were exceptionally familiar with the assessment of outcomes, 5,3% were uncertain, 11,5% were hardly familiar and 4% did not respond.
11. 43,4% were exceptionally familiar with the unit standards, 22,4% were uncertain, 27,6% were hardly familiar and 6,5% did not respond.
12. 42,1% were exceptionally familiar with the credit systems, 19,7% were uncertain, 29% were hardly familiar and 9,2% did not respond.
13. 64,5% were exceptionally familiar with curriculum design, 10,5% were uncertain, 21,1% were hardly familiar and 4% did not respond.
14. 71,1% were exceptionally familiar with curriculum developments, 7,9% were uncertain, 17,1% were hardly familiar and 4% did not respond.
15. 46,1% were exceptionally familiar with quality assurance, 14,5% were uncertain, 30,3% were hardly familiar and 9,2% did not respond.

16. 40,8% were exceptionally familiar with quality indicators, 17,1% were uncertain, 35,5% were hardly familiar and 6,6% did not respond.
17. 32,9% were exceptionally familiar with the governance of the NQF, 21,1% were uncertain, 36,8% were hardly familiar and 9,2% did not respond.
18. 40,8% were exceptionally familiar with the relationship between the NQF and COTEP. 19,7% were uncertain, 31,6% were hardly familiar and 7,9% did not respond.
19. 29% were exceptionally familiar with quality assessors, 26,3% were uncertain, 31,6% were hardly familiar and 11,8% did not respond.
20. 86,8% were exceptionally familiar with outcomes based education, 0% were uncertain, 9,2% were hardly familiar and 4% did not respond.
21. 64,5% were exceptionally familiar with recognition of prior learning, 13,2% were uncertain, 17,1% were hardly familiar and 5,3% did not respond
22. 60,5% were exceptionally familiar with the selection and admission of students, 7,9% were uncertain, 26,3% were hardly familiar and 5,3% did not respond.

According to paragraph 2.3 of this study, the introduction of the NQF and COTEP were basically brought about by the need to improve the quality of teacher education. Teacher educators were therefore compelled to have thorough knowledge of these documents, as much as the providers of any other types of qualifications. The results shown on table 4.30, however, indicate that there were certain aspects of the Framework that did not receive in depth attention in the implementation of the NQF. The principles, aims, bands and levels, fields of studies, unit standards, credit system and quality assurance were



basic aspects. Without this knowledge one cannot implement the NQF effectively.

However the results of section D2 suggest that teacher educators have staff development needs on the above aspects. A low percentage of staff show exceptional familiarity with staff development needs, as the results a close look at the design of the unit standard shows that the curriculum designer never engage in assessment of outcomes and allocation of credits, which are core activities. Yet, the level of knowledge of curriculum design is twice higher than that of unit standards, and credits. This shows a misunderstanding of the relationship between the NQF and COTEP.

#### 4.3.4 (b) SECTION D2 : Application of the NQF teaching

The section probed the extent to which aspects of the NQF were applied in teaching and in the curriculum.

**Table 4.31**

**The extent to which aspects of the NQF have been applied in teaching and curriculum**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>(a) NQF principles</b>								
Very often/Often	1	4,4	10	38,8	6	22,2	17	22,3
Uncertain	4	17,4	3	11,5	6	22,2	13	17,1
Seldom/Never	17	73,9	11	42,3	10	37,0	38	50
No response	1	4,4	2	7,7	5	18,5	8	10,5
<b>(b) NQF aims</b>								
Very often/Often	0	0,0	10	38,8	6	22,2	16	21,1
Uncertain	5	21,7	3	11,5	7	25,9	15	19,7
Seldom/Never	17	73,9	12	48,2	9	33,3	38	50
No response	1	4,4	1	3,9	5	18,5	7	9,2

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>(c) Outcomes Based Education</b>								
Uncertain	2	8,7	0	0,0	2	7,4	4	5,3
Seldom/Never	3	13,0	2	7,7	4	14,8	9	11,8
No response	0	0,0	1	3,9	3	11,1	4	5,3
<b>(d) Credits</b>								
Very often/Often	10	43,5	9	34,6	9	33,3	28	37,9
Uncertain	3	13,0	3	11,5	6	22,2	12	15,8
Seldom/Never	9	39,1	11	42,3	7	25,9	27	36,5
No response	1	4,4	3	11,5	5	18,5	9	11,8
<b>(e) Performance indicators</b>								
Very often/Often	12	52,2	8	30,8	14	51,9	34	44,7
Uncertain	3	13,0	4	15,4	5	18,5	12	15,8
Seldom/Never	8	34,8	12	48,2	4	14,8	24	31,5
No response	0	0,0	2	7,7	4	14,8	6	7,9

Table 4.31 indicates the following:

- (a) 22,4% of respondents used the NQF principles often, 17,1% were uncertain, 50% never used them and 10,5% did not respond.
- (b) 21,1% applied NQF aims often, 19,7% were uncertain, 50% never used them and 9,2% did not respond.
- (c) 77,6% applied outcomes based education often, 5,3% were uncertain, 11,8% never applied it and 5,3% did not respond.
- (d) 36,8% used credits very often, 15,8% were uncertain, 36,5% never used them and 11,8% did not respond.
- (e) 44,7% used performance indicators often, 15,8% were uncertain, 31,5% never used them and 7,9% did not respond.

The interpretation of the table is that there was a low level of application of the NQF aims and principles (21,1% and 22% respectively). This finding reveals that teacher educators were not aware that the principles and aims relate directly to the realisation of policies outlined in the White Paper on Education and Training of March 1995, and the Reconstruction and Development Plan White Paper of 1994 (Technical Committee on the Revision of Norms and Standards, 1998 : 7 - 8).

There was also a lack of understanding of the value of performance indicators and credits. Teacher education programmes were supposed to be made up of 12 credit modules, which could be in the form of short twenty-hour 2-credit courses. The short courses need to have an applied assessment for each 120-hour combination module in



order to make up a whole qualification. Performance indicators play a vital role in the assessment process. If there was no conscious application of these, the implementation of the NQF might be inefficient.

#### 4.3.5 SECTION E : Perceptions of the NQF

The section probed the perceptions of respondents about the NQF. Table 4.32 indicates the responses

**Table 4.32**

#### **Perceptions of the NQF**

	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>1. It attempts to close the gap between education and training.</b>								
Yes	15	65,2	22	84,6	18	66,7	55	72,4
No	1	4,4	0	0,0	0	0,0	1	1,3
Uncertain/Don't know	6	26,1	2	7,7	6	22,2	14	18,4
No response	1	4,4	2	7,7	3	11,1	6	7,9
<b>2. It is a plot to collapse the difference between mental and manual labour.</b>								
Yes	3	13,0	9	34,6	3	11,1	15	19,7
No	8	34,8	7	26,9	12	44,4	27	35,5
Uncertain/Don't know	10	43,5	8	30,8	9	33,3	27	35,5
No response	2	8,7	2	7,7	3	11,1	7	9,2
<b>3. It is a new approach to education</b>								
Yes	16	69,6	22	84,6	14	51,9	52	68,4
No	0	0,0	2	7,7	4	14,8	6	7,9
Uncertain/Don't know	5	21,7	0	0,0	5	18,5	10	13,2
No response	2	8,7	2	7,7	4	14,8	8	10,5
<b>4. It creates chaos through ad hoc selection of unrelated bits of learning to make up a qualification.</b>								
Yes	5	21,7	2	7,7	0	0,0	7	9,2
No	7	30,4	16	61,5	9	33,3	32	42,1
Uncertain/Don't know	9	39,1	6	23,1	11	40,7	26	34,2
No response	2	8,7	2	7,7	7	25,9	11	14,5
<b>5. It provides access to qualifications by concentrating on skills.</b>								
Yes	15	65,2	23	88,5	15	55,6	53	69,7
No	0	0,0	1	3,9	0	0,0	1	1,3
Uncertain/Don't know	6	26,1	0	0,0	5	18,5	11	14,5
No response	2	8,7	2	7,7	7	25,9	11	14,5
<b>6. It lowers educational standards.</b>								
Yes	2	8,7	1	3,9	0	0,0	3	4,0
No	12	52,2	21	80,8	16	59,3	49	64,5
Uncertain/Don't know	7	30,4	1	3,9	6	22,2	14	18,4
No response	2	8,7	3	11,5	5	18,5	10	13,2



B		A		C		Total	
N	%	N	%	N	%	N	%

<b>7. It hampers the academic freedom of institutions.</b>								
Yes	2	8,7	2	7,7	2	7,4	6	7,9
No	8	34,8	21	80,8	14	51,9	43	56,6
Uncertain/Don't know	11	47,8	1	3,9	7	25,9	19	25,0
No response	2	8,7	2	7,7	4	14,8	8	10,5
<b>8. It standardises curricula for all institutions.</b>								
Yes	8	34,8	20	76,9	11	40,7	39	51,3
No	3	13,0	3	11,5	7	25,9	13	17,1
Uncertain/Don't know	8	34,8	1	3,9	4	14,8	13	17,1
No response	4	17,4	2	7,7	5	18,5	11	14,5
<b>9. It imposes a single viewpoint on all education and training.</b>								
Yes	5	21,7	6	23,1	5	18,5	16	21,1
No	6	26,1	16	61,5	13	48,2	35	46,1
Uncertain/Don't know	9	39,1	2	7,7	5	18,2	16	21,1
No response	3	13,0	2	7,7	4	14,8	9	11,8
<b>10. It gives government the sole powers to issue qualifications.</b>								
Yes	6	26,1	7	26,9	3	11,1	16	21,1
No	6	26,1	13	50,0	15	55,6	34	44,7
Uncertain/Don't know	9	39,1	4	15,4	6	22,2	19	25,0
No response	2	8,7	2	7,7	3	11,1	7	9,2
<b>11. It gives institutions the powers to design qualifications but accredit them under the guidelines of SAQA.</b>								
Yes	14	60,9	22	84,6	14	51,9	50	65,8
No	2	8,7	0	0,0	2	7,4	4	5,3
Uncertain/Don't know	6	26,1	2	7,7	7	25,9	15	19,7
No response	1	4,4	2	7,7	4	14,8	7	9,2
<b>12. Quality assurance is another way of policing the educators.</b>								
Yes	4	17,4	12	46,2	9	33,3	25	32,9
No	8	34,8	10	38,5	5	18,5	23	30,3
Uncertain/Don't know	10	43,5	2	7,7	8	29,6	20	26,3
No response	1	4,4	2	7,7	5	18,5	8	10,5
<b>13. Quality assurance is a way of improving education through monitoring.</b>								
Yes	10	43,5	21	80,8	16	59,3	47	61,8
No	1	4,4	2	7,7	0	0,0	3	4,0
Uncertain/Don't know	10	43,5	1	3,9	7	25,9	18	23,7
No response	2	8,7	2	7,7	4	14,8	8	10,5
<b>14. Quality assurance will benefit learners by ensuring their employability in a competitive economy.</b>								
Yes	12	52,2	19	73,1	14	51,9	45	59,2
No	2	8,7	2	7,7	3	11,1	7	9,2
Uncertain/Don't know	8	34,8	3	11,5	5	18,5	16	21,1
No response	1	4,4	2	7,7	5	18,5	8	10,5
<b>15. The framework is irrelevant to institutions that are concerned with transmitting existing knowledge and generating new ideas.</b>								
Yes	2	8,7	3	11,5	6	22,2	11	14,5
No	9	39,1	16	61,5	12	44,4	37	48,7
Uncertain/Don't know	10	43,5	5	19,2	6	22,2	21	27,6
No response	2	8,7	2	7,7	3	11,1	7	9,2



	B		A		C		Total	
	N	%	N	%	N	%	N	%
<b>16. The framework goes beyond offering knowledge towards development of skills</b>								
Yes	10	43,5	20	76,9	15	55,6	45	59,2
No	1	4,4	3	11,5	1	3,7	5	6,6
Uncertain/Don't know	9	39,1	1	3,9	5	18,5	15	19,7
No response	3	13,0	2	7,7	6	22,2	11	14,5
<b>17. It devaluates formal education and training.</b>								
Yes	2	8,7	5	19,2	1	3,7	8	10,5
No	10	43,5	16	61,5	16	59,3	42	55,3
Uncertain/Don't know	9	39,1	3	11,5	5	18,5	17	22,4
No response	2	8,7	2	7,7	5	18,5	9	11,8
<b>18. It recognises that learning takes place at all times, at various places and rewards it.</b>								
Yes	12	52,2	24	92,3	18	66,7	54	71,1
No	0	0,0	0	0,0	0	0,0	0	0,0
Uncertain/Don't know	9	39,1	0	0,0	5	18,5	14	18,4
No response	2	8,7	2	7,7	4	14,8	8	10,5
<b>19. It is an excuse for rationalising institutions.</b>								
Yes	6	26,1	1	3,9	0	0,0	7	9,2
No	7	30,4	21	80,8	18	66,7	46	60,5
Uncertain/Don't know	8	34,8	2	7,7	6	22,2	16	21,1
No response	2	8,7	2	7,7	3	11,1	7	9,2
<b>20. Registration of unit standards is a way of ensuring coherence of education and training across levels and contexts.</b>								
Yes	7	30,4	18	69,2	14	51,9	39	51,3
No	1	4,4	2	7,7	1	3,7	4	5,3
Uncertain/Don't know	13	56,5	4	15,4	6	22,2	23	30,3
No response	2	8,7	2	7,7	6	22,2	10	13,2
<b>21. Registration of unit standards encourage "fly by night" providers to exploit parents and learners.</b>								
Yes	4	17,4	2	7,7	1	3,7	7	9,2
No	6	16,7	17	65,4	13	48,2	36	46,4
Uncertain/Don't know	11	47,8	5	19,2	7	25,9	23	30,3
No response	2	8,7	2	7,7	6	22,2	10	13,2
<b>22. Registration of unit standards open access to education and training by encouraging institutions to improve the delivery of learning.</b>								
Yes	10	43,5	19	73,1	16	59,3	45	59,2
No	2	8,7	1	3,9	1	3,7	4	5,3
Uncertain/Don't know	9	52,9	4	23,5	4	23,5	17	22,4
No response	2	8,7	2	7,7	6	22,2	10	13,2
<b>23. Allocation of credits according to notional hours (time spent on task) only reduces the duration of courses.</b>								
Yes	2	8,7	3	11,5	4	14,8	9	11,8
No	6	26,1	14	53,9	11	40,7	31	40,8
Uncertain/Don't know	13	56,5	7	26,9	7	25,9	27	35,5
No response	2	8,7	2	7,7	5	18,5	9	11,8
<b>24. Allocation of credits according to notional hours encourage learners to work harder.</b>								
Yes	7	30,4	18	69,2	12	44,4	37	48,7
No	3	13,0	0	0,0	1	3,7	4	5,3
Uncertain/Don't know	10	43,5	4	15,4	8	29,6	22	29,0



	B		A		C		Total
	N	%	N	%	N	%	N
<b>25. Allocation of credits according to notional hours is irrelevant to the judgement of competence.</b>							
Yes	3	13,0	6	23,1	4	14,8	13,1
No	5	21,7	12	46,2	6	22,2	23,3
Uncertain/Don't know	13	56,5	6	23,1	12	44,4	31,8
No response	2	8,7	2	7,7	5	18,5	9,8
<b>26. The inclusion of many bodies in the governance of the National Qualifications Framework creates a lot of redtape.</b>							
Yes	6	26,1	6	23,1	5	18,5	17,4
No	5	21,7	10	38,5	8	29,6	23,3
Uncertain/Don't know	10	43,5	7	26,9	8	29,6	25,9
No response	2	8,7	3	11,5	6	22,2	11,5
<b>27. The inclusion of many bodies in the governance of NQF enhances participation of stakeholders (democratisation).</b>							
Yes	10	43,5	20	76,9	17	63,0	47,8
No	2	8,7	1	3,9	0	0,0	4,0
Uncertain/Don't know	9	39,1	3	11,5	5	18,5	17,4
No response	2	8,7	2	7,7	5	18,5	9,8
<b>28. The inclusion of many bodies in the governance of NQF enhances efficiency in its implementation.</b>							
Yes	3	13,0	5	57,7	14	51,9	42,1
No	4	17,4	4	15,4	2	7,4	13,2
Uncertain/Don't know	9	39,1	5	19,2	6	22,2	26,3
No response	7	30,4	2	7,7	5	18,5	14,4

Table 4.32 indicates the following results:

1. 72,4% regarded the NQF as an attempt to close the gap between education and training, 1,3% said it did not, 18,4% were uncertain and 7,9% did not respond.
2. 19,7% regarded it as a plot to collapse the difference between mental and manual labour, 35,5% say it did not, 35,5% were uncertain, and 9,2% did not respond.
3. 68,4% regarded it as a new approach to education, 7,9% said it wasn't, 13,2% were uncertain and 10,5% didn't respond
4. 9,2% were of the opinion that the NQF created chaos through ad hoc selection of unrelated bits of learning to make a qualification, 42,1% said it did not, 34,2% were uncertain, 14,5% did not respond.
5. 69,7% were of the opinion that it provided access to qualifications by concentrating on skills, 1,3% said it did not, 14,5% were uncertain and 14,5% did not respond.



6. 4% were of the opinion that it lowered education standards, 64,5% said it did not, 18,4% were uncertain and 13,2% did not respond.
7. 7,9% were of the opinion that it hampers the academic freedom of institutions, 56,6% said it did not, 25,0% were uncertain, 10,5% did not respond.
8. 51,3% were of the opinion that it standardised the curriculum for all institutions, 17,1% said it did not, 17,1% were uncertain and 14,5% did not respond.
9. 21,1% were of the opinion that it imposed a single viewpoint on all education and training, 46,5% said it did not, 21,1% were uncertain and 11,8% did not respond.
10. 21,1% were of the opinion that it gives government the sole power to issue qualifications, 44,7% said it did not, 25,0% is uncertain, and 9,2% did not respond.
11. 65,8% were of the opinion that it gave institutions the power to design qualifications but accredit them under SAQA guidelines, 5,3% said it did not, 19,7% were uncertain, 9,2% did not respond.
12. 32,9% were of the opinion that quality assurance is a way of policing educators, 30,3% said it was not, 26,3% were uncertain, 10,5% did not respond.
13. 61,8% were of the opinion that quality assurance is a way of improving education through monitoring, 4% said it was not, 23,7% were uncertain, 10,5% did not respond.
14. 59,2% were of the opinion that quality assurance would benefit learners by ensuring their employability in a competitive economy, 9,2% said it wouldn't, 21,1% were uncertain and 10,5% did not respond.
15. 14,5% were of the opinion that it was irrelevant to institutions that are concerned with transmitting existing knowledge and generating new ideas, 48,7% said it was not, 27,6% were uncertain and 9,2% did not respond.
16. 59,2% were of the opinion that it went beyond offering knowledge towards development of skills, 6,6% said it did not, 19,7% were uncertain, 14,5% did not respond.
17. 10,5% were of the opinion that it devaluated formal education and training, 55,3% said it did not, 22,4% were uncertain, 11,8% did not respond.

18. 71,1% were of the opinion that it recognised that learning takes place all the time, at various places and rewards it. 0% said it did not, 18,4% were uncertain, 10,5% did not respond.
19. 9,2% were of the opinion that it was an excuse for rationalising institutions, 60,5% said it was not, 21,1% was uncertain, 9,2% did not respond.
20. 51,3% were of the opinion that registration of unit standards was a way of ensuring coherence of education and training across levels and contexts, 5,3% said it was not, 30,3% were uncertain and 13,2% did not respond.
21. 9,2% were of the opinion that registration of unit standards encouraged “fly by night” providers to exploit learners and parents, 46,4% said it did not, 30,3% were uncertain and 13,2% did not respond.
22. 59,2% were of the opinion that registration of unit standards opened access to education and training by encouraging institutions to improve delivery of learning, 5,3% said it did not, 22,4% were uncertain and 13,2% did not respond
23. 11,8% were of the opinion that allocation of credits according to notional hours reduced the duration of courses, 40,8% said it did not reduce the duration of courses, 35,5% were uncertain, 11,8% did not respond.
24. 48,7% were of the opinion that allocation of credits according to notional hours encouraged learners, 5,3% said it was not, 29,0% were not certain and 17,1% did not respond.
25. 17,1% were of the opinion that allocation of credits according to notional hours was irrelevant to the judgement of competence, 30,3% said it was not, 40,8% were uncertain, 11,8% did not respond.
26. 23,4% were of the opinion that the inclusion of many bodies in the governance of the NQF created a lot of redtape, 30,3% said it did not, 32,9% were uncertain, 14,5% did not respond.
27. 61,8% were of the opinion that the inclusion of many bodies in the governance of the NQF enhanced participation of stakeholders, 4,0% said it did not, 22,4% were uncertain, 11,8% did not respond.
28. 42,1% were of the opinion that the inclusion of many bodies in the governance of the NQF enhances efficiency in its implementation, 13,2% said it did not, 26,3% is uncertain and 18,4% did not respond.



29. No respondent gave other perceptions of the NQF either than the ones mentioned by the researcher.

From the interpretation of table 4.32, most educators have a positive perception of the NQF. They recognise that it closes the gap between education and training, it is a new approach to education, it provides access to qualifications by concentrating on skills, and give institutions the power to design qualifications. They view quality assurance as a way of improving education through monitoring and that it benefits learners. The framework is also seen as recognising that learning takes place all the time, and rewarding it is important (recognition of prior learning).

The registration of unit standards is also perceived positively. It is seen as a way of ensuring coherence of education and training, and opening access to education and training, while at the same time it encourages institutions to improve delivery of learning.

Most of the educators showed uncertainty about the allocation of credits, which show congruence with their responses to section D2, on the application of the NQF aspects to everyday teaching.

The respondents also show appreciation for the involvement of stakeholders in the governance of the NQF, but they are not certain whether this can make its implementation efficient.

#### 4.4 SUMMARY

Chapter 4 dealt with the empirical research which focussed on determining of staff development needs of teacher educators in the Northern Province. In order to achieve this goal, two measuring instruments were used, namely, the interview and the questionnaire. These instruments were applied to the Heads of departments and lecturers at three colleges of education.

In the interview section, it was discovered that colleges have started to implement COTEP. The department of education disseminated information about aspects that had to change, held various workshops to ensure common understanding, and left it to the colleges to implement change. Colleges, however, did not involve all stakeholders in discussions prior to the implementation of COTEP. Lecturers were also left to work out for themselves how the changes had to be effected. As a result, they experienced problems in certain areas e.g. compilation of unit standards, using more effective modes of quality assurance and determining admission criteria that are relevant according to the NQF. There are also problems that they encountered in their effort to implement the new programmes (Table 4.11 of this research gives an indication).



In the questionnaire section, it was discovered that most lecturers are young and inexperienced. They have honours degrees and/or equivalent qualifications. Those who further their studies did not concentrate on the subject fields they taught, and the subjects taught at the colleges were not renamed according to the 12 fields of the NQF.

Concerning staff development and related activities, it was found that most colleges lack clear policies of how staff development should take place. Colleges did not have staff development units or committees, and staff development course attendance was left to chance. Lecturers did not know who attends which course, which criteria was used to identify people who should attend courses on campus and off-campus. They also do not take part in needs identification, and are not sure who organises such activities.

On the question about awareness and involvement of staff in transformation, it was found that the provincial department of education did not ensure that information was cascaded to all lecturers. Some colleges did not use available means of communication like circulars, letters and media to ensure that all lecturers receive information. There is also different responses on the issue according to the responses of the interview and questionnaire. Staff did not discuss this transformation among themselves, and did not keep students informed about it.

Lecturers also were not familiar with basic aspects of the NQF e.g. band, levels, principles, aims, credits, notional hours, quality assurance, and accreditation. Colleges did not keep lecturers informed about the revised COTEP and how it was linked with the NQF. They concentrated on the COTEP of 1995 only, which emphasized curriculum design and development, outcomes, assessment of outcomes, and submitted their curricula to HEDCOM for approval. The respondents were not sure whether they should submit to HEDCOM or SAQA.

Concerning the questions of the questionnaire that required that respondents should give their own alternatives, responded to. It may be because all four of them were not responded to because they required that the respondents should provide other alternatives that the researcher did not mention, and provide responses according to alternatives used throughout the section (4.3.1 (a), 4.3.1 (b), section E question 29). It



alternatives used throughout the section (4.3.1 (a), 4.3.1 (b), section E question 29). It was stated in the first chapter that the topic of this research were relatively new. Secondly the implementation of the NQF in teacher education was part of COTEP, which was still discussed during the course of this research. This showed that the implementation of the NQF was a topic that should receive priority in staff development programmes for colleges. Moreover, June 2003 is said to be the deadline for approval of programmes by SAQA.

Lecturer's perceptions of the NQF was however positive, even if they were uncertain about other aspects. Colleges could develop a holistic view of the NQF for better understanding and effective implementation.

In the subsequent chapter, a summary of findings of the interviews, questionnaires and literature study is provided. Conclusions and recommendations of the implementation of the NQF are made.

## **CHAPTER 5**

# **SUMMARY OF FINDINGS CONCLUSIONS AND RECOMMENDATIONS**

## **5.1 INTRODUCTION**

The purpose of this research was to identify the staff development needs of teacher educators concerning the implementation of the National Qualifications Framework in South Africa and to provide guidelines for staff development that could be used to meet the needs identified by the research.

According to the findings made from the literature study of this research, various initiatives were taken to improve the quality of teacher education in South Africa. The inherent weaknesses thereof were revealed, and the core concepts and values to underpin teacher education were introduced. The introduction of the National Qualifications Framework led to the revision of the norms and standards for teacher education that was formulated by the Committee on Teacher Education Policy (see paragraphs 2.1, 2.2 and 2.3). In September 1998, the Technical Committee on the Revision of Norms and Standards for Teacher Educators was released. From the document, teacher educators could receive information about the following aspects of the implementation of the NQF:

- Occupational, professional and academic norms and standards for teacher educators;
- Outcomes-based National Qualifications Framework;
- Qualifications for teacher education;
- Roles and competences of educators;
- Evaluation of qualifications for employment as an educator;
- Steps in designing teacher education programmes;



- Procedures for quality-assuring teacher education; and
- Implications for delivering teacher education course and qualification. (Technical Committee on the Revision of Norms and Standards for Teacher Education, 1998).

According to the findings of the interviews and the questionnaire, colleges in the Northern Province have started to implement COTEP, but information received or utilised in the implementation is not covering the same areas of the revised Norms and Standards for Teacher Education, which was introduced to align teacher education norms and standards with the NQF, SAQA and new education legislation. The Technical Committee on the Revised Norms and Standards for Teacher Education, after drafting a document that would foster debate and discussion on the generation of new norms and standards, held workshops and consultations in March 1998. The process was aimed at bringing teacher educators on board regarding the implementation of the National Qualifications Framework.

In the subsequent paragraphs, the researcher exposes aspects that teacher educators need regarding staff development and implementation of the National Qualifications Framework.

## **5.2 STAFF DEVELOPMENT NEEDS OF TEACHER EDUCATORS REGARDING THE IMPLEMENTATION OF THE NQF.**

The research goals of this study as mentioned in paragraph (1.4) is to determine the level of awareness educators, the extent of their involvement, level of knowledge, and staff development needs regarding the implementation of the NQF. It was also mentioned in paragraph 1.1 and 1.2 that the main issue in this research is the improvement of quality

of teacher education; its value, or worth; its fitness for purpose. The purpose of teacher education is to plan the combination of outcomes with the purpose of providing learners with applied competence, add value to them in terms of personal enrichment, provide status and enhance the marketability and employability of the learners, according paragraph 2.3.1. It is vital for colleges as providers of teacher education, to assure stakeholders (society, department of education, funding agencies, parents and learners) and confirm their responsibility and accountability in achieving the purpose of for which they exist.

The context in which colleges of education were operating (at the time of research) is the following:

- the department of education and various stakeholders identified the need to improve teacher education (paragraphs 1.1, 2.1 and 2.2).
- the department set up committees to decide on applicable standards and specifications (paragraphs 2.2 and 2.3.5) and set up the necessary statutes.
- the department of education tasked the colleges (and other institutions of teacher education) to comply with the statutory and other requirements (norms and standards for teacher educators).

The responsibility that the teacher educators had was gather knowledge and skills necessary for the implementation of the task given, and put to practice that knowledge and skills in the curriculum and teaching.

From the results of the interviews and the questionnaires, the following needs were identified:



- Formation of institutional staff development units (it is easy for staff develop to grow from its own context) (4.3.2 (b)).
- Developing institutional staff development policy and involving all the affected parties in the process (4.3.2 (a)).
- Appointing/selecting personnel for leading the project (targeting middle and senior managers as key figures) (4.3.2 (a)).
- Involving staff in the identification and analysis of needs (4.3.2 (c)).
- Designing staff development programmes (4.3.2 (e)).
- Identifying the relevant target groups for the various programmes (4.3.2 (d)).
- Identifying ways of keeping staff informed about the developments in the unit (4.3.3 (e)).
- Identifying and involving experts to assist in the areas that staff in the college and unit cannot tackle (4.2.5).
- Evaluating the effectiveness of each of the programmes (4.2.11).
- Devising strategies of following-up on individuals who attended development activities to find out how effective they are in bringing about the necessary changes (4.2.11).
- Creating networks of supporters of staff development locally and with other institutions e.g. technikons, universities and non-governmental organisations (4.2.5).
- Using available opportunities through the supporters and media to raise the profile and visibility of staff development institutionally and outside (4.3.2 (e)).
- Increasing the awareness of colleagues to the importance of life-long learning in order to increase their expectation of continuing professional, occupational and academic development opportunities (4.2.16).
- Planning for adequate resources for staff development e.g. space, equipment,

finance, time (4.2.6).

- Ensuring that staff development offer participants experience rather than telling them about the changes that must be implemented. (Focussing of attitude change, formation of new cognitive structures and skills) (4.3.2).
- Keeping abreast with new developments in curriculum design, development, policies, legislation, information explosion and technology (4.3.2).
- Encouraging individuals to engage in personal development through research (4.3.3).

A close look at the above needs indicate that the needs are also a provision of guidelines for setting up staff development units and programmes, as well as guidelines to ensure the effective implementation of staff development.

### **5.3 GUIDELINES FOR THE IMPLEMENTATION OF THE NQF**

For teacher educators to be able to implement the National Qualifications Framework effectively and efficiently, they need first to understand the rationale behind having the framework. Thereafter, they need to have an understanding of the new legislation and its implications for their practice. They also need to understand the relationship between the legislation (according to paragraph 5.2) and the various processes put into place to effect the laws. The laws that affects teacher education include the National Education Policy Act, the South African Qualifications Authority Act (and subsequent regulations), the Educators Employment Act, the Educators Labour Relations Act, Personnel Administration Measures, the Green Paper on Skills Development Strategy for Economic and Employment Growth in South Africa, the South African Schools Act, Reports of the Technical Committee on the Incorporation of colleges into Higher Education, COTEP



Norms and Standards for Teacher Education and the Evaluation of Qualification for Employment in Education. Colleges need to have these documents and make them available for staff. These documents provide guidelines as to what should happen in the various institutions. From the Norms and Standards for Teacher Educators of 1998, the following aspects could be included in the staff development programmes aimed at the effective implementation of the NQF:

- The state of teacher education in South Africa, its strengths and weaknesses.
- The implications of the various laws and regulations of education to the college and to individual educators.
- Occupational, academic and professional development of educators: roles of SAQA, the Department of Education and South African Council of Educators in the types of development mentioned.
- Outcomes-based National Qualifications Framework - how institutions are affected by it concerning financing, portability of qualifications and recognition of training.
- The fields of the NQF, with special reference to the Education, Training and Development field which is the field for teacher education.
- Registration of providers and programmes.
- Practical, foundational and reflective competencies.

- Fundamental learning, contextual learning and elective learning.
- Six roles that teacher educators are expected to play.
- Evaluation of qualifications for employment as an educator.
- Qualifications for teacher education.
- Designing teacher education programmes: guidelines for designing units of learning (SAQA credits, notional learning time, the unit standards, integrated competences)
- Assumptions of the new standards for teacher educators, their implications and challenges.
- Teaching practice as a means of delivery and assessment.
- Collaborations, out-sourcing, partnership and consortia.
- Continuing professional development of teachers.
- Procedures for quality assuring teacher education.

## **5.4 CONCLUSIONS AND RECOMMENDATIONS**

The following general conclusions can be made from this research:



#### 5.4.1 Conclusions concerning the literature study

From the literature the researcher concludes that:-

- South African teacher education is facing a lot of changes (see paragraphs 1.1, 1.2, 2.1 and 2.2)
- The government, industry and education community is concerned about the state of affairs of teacher education in the country (see paragraphs 1.1 and 2.2).
- The introduction of the National Qualifications Framework played a significant role in the redressing of South African teacher education (paragraphs 2.3).
- The ministry of education believes that a direct way of raising the standard and quality of teacher education is by introducing continuing development of educators (paragraph 2.5).
- Attitudes and values should be the main target for change (paragraph 2.5.1.a).
- Participation of stakeholders in discussions concerning change and its implementation determines the success of such processes (paragraph 2.5.2).
- Change from administrative thinking and managerial rationality to democratic thinking and acting can render implementation of change effective (paragraph 2.5.1.c).
- Clear vision, policies and the right climate for change are essential ingredients to implement change (paragraph 2.5.3).

#### 5.4.2 Conclusions from the interviews and questionnaires

- Colleges do not have a clear understanding of the procedure they should follow

to implement the NQF, using the norms and standards for teacher educators. In order to improve the quality teacher education, yard sticks are used to measure how much the institutions meet the needs they are intended for. In the case of the implementation of the NQF, the norms and standards are the yard sticks. Clear understanding of the procedure would be indicated by programmes that are aligned to the norms laid down (in terms of the types of qualifications, target groups, programmes that are designed according to exemplars where unit standards are used, assessment modes that are fit for the purpose of the programmes, quality assurance strategies, registration and accreditation of qualifications and engagement in staff development).

- Colleges should improve their means of disseminating information to all their components (Par. 4.4).
- Colleges should to develop a holistic view of transformation (Par. 4.4).
- Developmental activities need to be more organised (special units to address them, clear policies, clarity on personnel roles, follow-up and feed-backs, evaluation of effectiveness etc.) (Par. 4.4).

#### 5.4.3 Recommendations

The following recommendations are made from the findings of this research:

- The provincial department of education should ensure that institutions are made aware of the various laws, regulations, bills and policies that have changed, and provide them with such copies instead of expecting institutions to find out about changes for themselves, and purchase copies of the gazettes.
- The Provincial department should ensure that transformation that is statutorily mandated is well communicated to the relevant institutions, and should monitor



the transformation through the offices of the directorates.

- Colleges of education should move towards institutional development rather than expecting development to be organised externally all the time.
- Colleges of education should liaise with other institutions that face the same type of transformation as they do.
- Members of the college community should utilise opportunities to participate in discussions on issues concerning laws and policies that affect them.
- Colleges should try to get funding from other sources either than the department of education for some of their projects e.g. restructuring lecture halls, staff development, buying equipment to enhance the smooth running of the institution. Funding for these projects could be found by rendering services to private sector for a certain amount (e.g helping in the development of staff for businesses.)

A close scrutiny of paragraphs 5.2 and 5.3 indicate that the purpose of this research is achieved. Staff development needs of teacher educators regarding the implementation of the NQF are identified. The researcher has succeeded in determining the needs, awareness and involvement of teacher educators, as well as the level of familiarity with the content of the NQF. The researcher also provided guidelines for the implementation of the NQF.

The improvement of the quality of teacher education does not rest on teacher educators only. The department of education and learners need to join efforts with the teacher educators to accomplish the desired changes. A clear definition of quality by those who are involved is imperative. From there, institutions can formulate their own missions, translate them into goals, objectives and indicators, and determine to which extent their goals match with national goals. Commitment to improve, clear mechanisms and procedures, and continuous evaluation of the effectiveness of the procedures is also very

vital. It helps in decision making concerning the appropriateness of the goals and the worth of the procedures. Lack of understanding of the significance of procedures leads to ineffective and inefficient implementation of the desired changes. The necessity for staff development in the implementation of change cannot be over emphasised.



## BIBLIOGRAPHY

Ashman, I. 1995. NQF: an opportunity for integration? **People's Dynamics** . 13 (5): 27 - 29.

Ashcroft, K. 1995. **The lecturer's guide to quality and standards in colleges and universities**. London: The Falmer's Press.

Austin, A.E. and Baldwin, C. 1990. **Faculty collaboration. Enhancing the quality of scholarship and teaching**. ASHE-ERIC Higher Education Reports. Washington D.C: Washington University.

Bailey, K.D. 1987. **Methods of Social Research**. London: Collier MacMillan Publishers.

Bell, J. 1987. **Doing your research project**. Bristol: Open University Press.

Brew, A. 1995. **Directions in staff development**. The Society for Research into Higher Education. London: Open University Press.

Berquist, W and Phillips S. 1981. **A handbook for faculty development**. Washington: Council of Independent Colleges.

Bitzer, E.M. 1994. **Some perspectives on educational research, focused on research into Higher Education**. Academic Development Bureau. UOFS. Bloemfontein

Bolin, F.A. and Falk, J.F. 1987. **Teacher Renewal, Professional issues, personal choices**. New York: Teacher College Press.

Burke, P.J. 1987. **Teacher development. Induction, renewal and redirection**. London: The Falmer Press.

Chadwick, B.A., Bahr, H.M. and Albrecht, S.L. 1984. **Social Science Research Methods**. London: Prentice Hall.

Cohen, L. and Manion, L. 1980. **Research methods in education**. London. Croom Helm Ltd.

Committee for Development Work on the National Qualifications Framework 1996. **Life-long learning through the NQF**. Pretoria: Department of Education.

Committee on Teacher Education Policy. 1995. **Norms and Standards and Governance for Teacher Education**. Pretoria: Department of Education

Corbally, J.E. and Holmberg-Wright, D. 1991. **Identifying administrative staff needs**. San Francisco: Jossey Bass.

Craft, A. 1996. Continuing Professional Development. **A practical guide for teachers and schools**. Philadelphia: Routledge.

Department of Education. 2000. **Norms and Standards for Educators**. Pretoria: Government Printers.

Department of Education. 1997. **A programme for Transformation of Higher Education**. Pretoria: Government Printers.



Department of Education. 1995. **White paper on Education and Training**. Cape Town: Government Printers.

Department of Education. 1994. **Reconstruction and development plan of Education and Training programme**. Pretoria: Government Printers.

Du Four, R. and Sparks. 1991. **The principal as staff developer**. Indiana: National Educational Service.

Duminy, P. Steyn, P. Dreyer, H. Vos, A. Peters, V. 1992. **Education for student teachers 3**. Durban Maskew Miller Longman.

Fraenkel, J.R. and Wallen, N.E. 1991. **Education Research. A guide to the process**. New York: McGraw Hill.

Guilford, P. 1990. **Staff development provision in the United Kingdom**. Sheffield: University's Staff Development and Training unit.

Hargreaves, A. and Fullan M. 1992. **Understanding teacher development**. New York: CASSEL

Hall, J.I. and Petrie, D.R. 1987. Resources for Renewal: A survey of Professional Development Practices in League for Innovation Community Colleges. Unpublished Manuscript. Redondo Beach Community Colleges.

Hall, G. 1996: South African Qualifications Authority and NQF. **Presentation made to the workshop on the Revision of Norms and Standards for Teacher Education**. Pretoria.

Hofmeyr, J. and Hall, G. 1996. The National Teacher Education Audit. Unpublished synthesis report, Johannesburg.

Holy, M.L. and Mc Loughlin C. 1989. **Perspective on teacher professional development**. Philadelphia: The Falmer Press.

Human Science Research Council. 1995. **Ways of seeing the NQF**. Pretoria.

Kapp, C.A. 1994. Policies, practices and procedures in higher education. Result of an international survey. Proceedings from the 19<sup>th</sup> International Conference on Improving University Teaching, Maryland.

Knight, P. 1985. **Assessment for learning in Higher Education**. London: Kogan Page.

Lewis, K.G. 1982. **Face to face**. Oklahoma: New Forums Press.

Lindquist, J. Bergquist W., Mathis C., Case C., Clark T. and Buhl, L. 1982. **A source book based on pilot projects supported by Kellogg Foundation of Battle Creek**. Michigan.

Mc Gregor R. and McGregor A. 1992. **Mc Gregor's education alternatives**. Cape Town: Juta and Co. Limited.

Mc Millan J.H. and Schumacher S. 1993. **Research in Education. A conceptual introduction**. New York: Harper Collins College Publishers.

Miller, R.I. 1979. **The Assessment of college performance**. San Francisco: Jossey-Bass.



Mouton, J. 1996. **Understanding social research**. Pretoria: Van Schaik.

Mulder, J.C. 1982. **Statistical techniques in education**. Pretoria: Haum Educational Publishers.

Murray, T.R. 1994. **International comparative education practices, issues and prospects**. USA: University of California.

National Education Policy Investigation. 1993. **The Framework for Transformation**. Cape Town: Oxford University Press.

Olivier, C. 1998. **How to educate and train. Outcomes-based**. Pretoria. Van Schaik.

Raubenheimer, C.D. 1992. An emerging approach to teacher development: Who drives the bus? **Perspective of education** 14 (I): 67 - 130).

Rebore, W. 1991. **Personnel administration in education. A management approach**. Massachusetts: Allyn and Bacon.

Robbin P. and Alvy H. 1995. **The principal's companion - strategies to make the job easier**. California: Corwin Press.

Ryan, C. 1993. Transformation of Education and Training in South Africa. **People's Dynamics**. 10 (3):15 - 17.

Parkwood T. and Whitacker T. 1988. **Needs assessment in post - 16 education**. Philadelphia: The Falmer Press.

South African Qualifications Authority bulletin. 1998 2(2)

South African Qualifications Authority bulletin. 1997 1(1)

Scholl, S.C. and Inglis S.C. 1977. **Teaching in higher education**. Ohio: Ohio Board of Regents.

Scribbins, K and Walton, F. 1987. **Staff Appraisal in further and higher education**. Bristol: The Further Education Staff College.

Seldin, P.C. 1990. **How administrators can improve teaching**. San Francisco: Jossey-Bass.

Senge, P. 1993. **The Fifth Discipline**. London: Century Business.

Sergiovanni, J.T. and Starrat R.T. 1993. **Supervision: A redefinition**. Singapore: McGraw-Hill Book Co.

Sheal, P. 1989. **How to develop and present staff training courses**. London. Cogan Page.

Technical Committee on the Revision of Norms and Standards for Teachers Education. 1998: **Norms and Standards for Teacher Education, Training and Development**. Pretoria: Department of Education.



Technical Committee on the Revision of Norms and Standards for Teachers Education.  
1997: **Norms and Standards for Teacher Education, Training and Development.**  
Pretoria: Department of Education.

Van der Westhuizen, P.C. 1996. **Effective Management.** Pretoria: Haum Tertiary.

Van der Westhuizen, P.C ,Erasmus, M. Janson, C.A. Mentz,P.J. Theron, A.M.C. 1996.  
**Schools as organisations.** Pretoria. Van Schaik.

Webb, G. 1996. **Understanding staff development.** Society for Research into Higher  
Education. London: Open University Press.

Wideen, M.F. and Andrews, I. 1987. **Staff development for school improvement. A  
focus on the teacher.** Philadelphia: The Falmer Press.

Zuber - Skerritt, O. 1992. **Professional development in Higher Education. A  
theoretical framework for action research.** London: Kogan Page.

## **APPENDIX A: THE INTERVIEW SCHEDULE**

Research Topic: Staff development needs for teacher educators in the Northern Province with regard to the implementation of the National Qualifications Framework.

Objectives: To identify staff development needs of teacher educators concerning the implementation of the National Qualifications Framework.

To provide guidelines for staff development that could be used to meet the identified needs.



1. Which teacher diplomas are you offering at your college?

---

---

---

2. Have your college started to implement the revised COTEP document?

Yes
No

3. Who provided you and the staff with information and guidelines to implement COTEP?

---

---

---

---

4. Were students involved in the definition of goals to guide the implementation of change from the 1990 structure to COTEP?

---

---

---

5. How was the staff prepared/equipped to design new courses?

---

---

---

6. Which problems did you encounter in the process of course design?

A. 

---

B. 

---

C. 

---

D. 

---

7. Are the learning programs you offer now approved by SAQA?

Yes
No

8. Are the learning programs designed according to the exemplars provided by the Committee of the Revision of Norms and Standards for Teacher Education [Unit Standards]?

Yes
No

9. Which changes have you introduced in the assessment of student's work?

---

---

---

---

---

---

10. Who accredits your college's qualifications?

---

11. How is quality assurance done? (How do you use monitoring/control/appraisal to assure quality?)

---

---

---

---

---

12. Have you changed your admission requirements to meet the requirements of the NQF?

Yes
No



University <http://scholar.sun.ac.za>

- 
- 
- 
- 
- 

- 
- 
- 

- [illegible]

- 
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

# **APPENDIX B**

## **QUESTIONNAIRE**



## SECTION A: DEMOGRAPHIC INFORMATION

Please fill your response in the spaces provided. Where necessary, put cross (x) in the appropriate block.

1. Name of the college where you teach \_\_\_\_\_ 1 - 3

2. Your qualifications

First degree (e.g. B.A.)	1
Honours degree (e.g. Hons. Maths)	2
Masters degree (e.g. M.Ed)	3
Doctorate (e.g. Ph.D.)	4
Other qualifications (please specify) .....	

4

3. Position held in institutions

Rector	1
Vice-rector	2
Head of Department	3
Senior lecturer	4
Lecturer	5
Other (please specify) .....	

5

4. Years of experience

0 to 5 years	1
6 to 10 years	2
11 to 15 years	3
16 to 20 years	4
More than 20 years	

6

5. Are you currently enrolled for further studies?

Yes	
No	

7

6. If "YES" in question 5, please indicate the nature of study (E.g. English III, UNISA):

\_\_\_\_\_

7. What subject are you teaching? \_\_\_\_\_

8. Your gender

Male	1	
Female	2	

8

9. In which age category do you fall?

24 years and younger	1	
25 to 29 years	2	
30 to 34 years	3	
35 to 39 years	4	
40 to 44 years	5	
45 to 49 years	6	
50 to 54 years	7	
55 to 60 years	8	
61 years and older	9	

9

## SECTION B: STAFF DEVELOPMENT AND RELATED ACTIVITIES

10. Do you have a staff development policy at your college?

Yes	1	
No	2	
Don't know	3	
Uncertain	4	

10

11. Do you have a staff development unit at your college?

Yes	1	
No	2	
Don't know	3	
Uncertain	4	

11

12. Do you have a staff development committee at your college?

Yes	1	
No	2	
Don't know	3	
Uncertain	4	

12



## 13. Who organises staff development at your college?

Rector	1
Vice-rector	2
Head of Department	3
Senior lecturer	4
Lecturer	5
Other (please specify) .....	

13

## 14. Where does he/she get information about what to put on the programme? (Put an X at each alternative)

	Yes	No	Uncertain Don't know
(a) She (he) sends out a need analysis list	1	2	3
(b) Depend on the needs of the moment	1	2	3
(c) Ask for inputs from staff on what to include on the program	1	2	3
(d) Depend on the department of education to give directives	1	2	3
(e) Other (please specify) .....	1	2	3

14-18

## 15. How does he/she determine who must attend the staff development activities? (Put an X at each alternative)

	Yes	No	Uncertain Don't know
(a) Use the lists of identified needs to advertise	1	2	3
(b) It is compulsory for all to attend	1	2	3
(c) Only interested staff members attend	1	2	3
(d) Use appraisal reports to identify the target populations	1	2	3
(e) Other (please specify) .....	1	2	3

19-23

16. If you do have a staff development policy at your college ("YES" at question 10) please answer the following three (3) questions

(a) Who developed the policy for staff development at your college?

Rector	1	
Vice-rector	2	
Head of Department	3	
Senior lecturer	4	
Lecturer	5	
Other (please specify) .....		24

(b) Did you make any input towards its implementation?

Yes	1	
No	2	
Don't know	3	
Uncertain	4	25

(c) Did you have any training in the production of the staff development policy?

Yes	1	
No	2	
Don't know	3	
Uncertain	4	26

27. Have you ever attended a Staff Development course?

Yes	1	
No	2	
Uncertain	3	27

28. If "YES" at question 27, where were the activities held?

On campus	1	
Off campus	2	28



29. Did you participate in identifying the needs for the staff development activities that were on the programme that you attended?

Yes	1	29
No	2	
Don't know	3	
Uncertain	4	

30. What is your opinion on the activities that were in the program?  
(Put an X at each alternative)

	Yes	No	Uncertain Don't know	30-34
(a) They were very informative	1	2	3	
(b) They were theoretical	1	2	3	
(c) They were relevant	1	2	3	
(d) They were elementary	1	2	3	
(e) Other (please specify) .....	1	2	3	

### SECTION C: AWARENESS AND INVOLVEMENT IN TRANSFORMATION

Please use the scale provided to identify the extent of your awareness, and involvement in transformation according to the National Qualifications Framework (NQF). (Put an X at each alternative.)

	To a very large extent	To a large extent	Uncertain Don't know	To a small extent	Not at all
(a) To what extent has the Education Department kept your college up to date about the National Qualifications Framework (NQF)?	1	2	3	4	5
(b) To what extent did your college keep you up to date about NQF developments?	1	2	3	4	5
(c) To what extent are you informed about the Norms and Standards of Teacher Education (COTEP I)	1	2	3	4	5

## SECTION C (continued)

	To a very large extent	To a large extent	Uncertain Don't know	To a small extent	Not at all
(d) To what extent are you informed about the revised Norms and Standards of Teacher Education (COTEP II)	1	2	3	4	5
(e) To what extent did you receive information on the NQF, Norms and Standards in the following ways?					
(i) Circular letters	1	2	3	4	5
(ii) Subject advisors	1	2	3	4	5
(iii) Education unions	1	2	3	4	5
(iv) Other tertiary education institution	1	2	3	4	5
(v) Peer consultation	1	2	3	4	5
(vi) Media (TV, newspapers, magazines, radio)	1	2	3	4	5
(vii) Research on NQF	1	2	3	4	5
(viii) Research on COTEP I and II	1	2	3	4	5
(ix) Personal further studies	1	2	3	4	5
(f) To what extent have you contributed to the dissemination of information about NQF to your students?	1	2	3	4	5
(g) To what extent have you contributed to making colleagues aware of NQF	1	2	3	4	5
(h) To what extent have you participated in debate that went on before the NQF was declared national policy?	1	2	3	4	5
(i) To what extent have you involved your students in COTEP	1	2	3	4	5



## SECTION D: LEVEL OF KNOWLEDGE AND IMPLEMENTATION OF THE NQF

This section intends to gather information on your level of familiarity with the content of the National Qualifications Framework.

A five point scale provided is used to find out the extent of your knowledge.  
(Put an X at each alternative).

To what extent are you familiar with each of the following	Exceptionally familiar	Familiar	Uncertain Don't know	Hardly familiar	Not familiar	
1. South African Qualifications Authority	1	2	3	4	5	
2. National Qualifications Structure	1	2	3	4	5	
3. NQF Principles	1	2	3	4	5	
4. NQF aims	1	2	3	4	5	
5. NQF bands and levels	1	2	3	4	5	
6. 12 fields of studies	1	2	3	4	5	
7. Critical outcomes	1	2	3	4	5	
8. Specific outcomes	1	2	3	4	5	
9. Performance indicators	1	2	3	4	5	
10. Assessment of outcomes	1	2	3	4	5	
11. Unit standards	1	2	3	4	5	
12. Credit systems	1	2	3	4	5	
13. Curriculum design	1	2	3	4	5	
14. Curriculum development	1	2	3	4	5	
15. Quality assurance	1	2	3	4	5	
16. Quality indicators	1	2	3	4	5	
17. Governance of the NQF	1	2	3	4	5	
18. Relationship between NQF and COTEP	1	2	3	4	5	
19. Quality assessors	1	2	3	4	5	
20. Outcomes Based Education	1	2	3	4	5	
21. Recognition of prior learning	1	2	3	4	5	
22. Selection and admission of students	1	2	3	4	5	

**SECTION D2:**

**To what extent have you applied the following aspects in your teaching and curriculum (in your classroom the recent 2 years)**

	Very often	Often	Uncertain	Seldom	Never	
(a) NQF principles	1	2	3	4	5	
(b) NQF aims	1	2	3	4	5	
(c) Outcomes Based Education	1	2	3	4	5	
(d) Credits	1	2	3	4	5	
(e) Performance indicators	1	2	3	4	5	

26-30

**SECTION E: PERCEPTIONS OF THE NQF**

**Below, perceptions about the NQF are given. Indicate if you agree or disagree with each statement..**

	Yes	No	Uncertain Don't know	
1 It attempts to close gap between education and training	1	2	3	
2 It is a plot to collapse the difference between mental and manual labour	1	2	3	
3 It is a new approach to education	1	2	3	
4 It creates chaos through ad hoc selection of unrelated bits of learning to make up a qualification	1	2	3	
5 It provides access to qualifications by concentrating on skills	1	2	3	
6 It lowers educational standards	1	2	3	
7 It hampers the academic freedom of institutions	1	2	3	
8 It standardises curricula for all institutions	1	2	3	
9 It imposes a single viewpoint on all education and training	1	2	3	
10 It gives government the sole powers to issue qualifications	1	2	3	
11 It gives institutions the powers to design qualifications but accredit them under the guidelines of SAQA	1	2	3	
12 Qualifications assurance is another way of policing the educators	1	2	3	
13 Quality assurance is a way of improving education through monitoring	1	2	3	
14 Quality assurance will benefit learners by ensuring their employability in a competitive economy	1	2	3	
15 The framework is irrelevant to institutions that are concerned with transmitting existing knowledge and generating new ideas	1	2	3	



**SECTION E: PERCEPTIONS OF THE NQF (continued)**

	Yes	No	Uncertain Don't know	
16. The framework goes beyond offering knowledge towards development of skills.	1	2	3	
17. It devaluates formal education and training.	1	2	3	
18. It recognises that learning takes place at all times, at various places and rewards it.	1	2	3	
19. It is an excuse for rationalising institutions.	1	2	3	
20. Registration of unit standards is a way of ensuring coherence of education and training across levels and contexts.	1	2	3	
21. Registration of unit standards encourage “fly by night” providers to exploit parents and learners.	1	2	3	
22. Registration of unit standards open access to education and training by encouraging institutions to improve the delivery of learning.	1	2	3	
23. Allocation of credits according to notional hours (time spent on task) only reduces the duration of courses.	1	2	3	
24. Allocation of credits according to notional hours encourage learners to work harder.	1	2	3	
25. Allocation of credits according to notional hours is irrelevant to the judgement of competence	1	2	3	
26. The inclusion of many bodies in the governance of the National Qualifications Framework creates a lot of redtape.	1	2	3	
27. The inclusion of many bodies in the governance of NQF enhances participation of stakeholders (democratisation).	1	2	3	
28. The inclusion of many bodies in the governance of NQF enhances efficiency in its implementation.	1	2	3	
29. Other (please specify)	1	2	3	
30. Other (please specify)	1	2	3	
31. Other (please specify)	1	2	3	
32. Other (please specify)	1	2	3	
33. Other (please specify)	1	2	3	
34. Other (please specify)	1	2	3	

21 - 50

**THANK YOU FOR YOUR CO-OPERATION**

# APPENDIX C





# NORTHERN PROVINCE

EDUCATION, ARTS, CULTURE & SPORTS

REF. NO. : A2/1/1

ENQ. : Prof. D.M.D. Mahlangu

Tel : 015 297 0110

CELL : 0825706284

DATE : 27/08/1998

Dear Mrs. K.R. Kubheka

It is with great pleasure to inform you that permission has been granted by the Department for you to conduct research at Colleges of Education in the Northern Province.

The Department would like to congratulate you for choosing such a relevant topic and would be grateful to receive a copy of your final and approved dissertation.

Best wishes

  
.....  
ACTING SUPERINTENDENT -GENERAL